



HAMPDEN- SYDNEY COLLEGE

CATALOGUE
1991-93





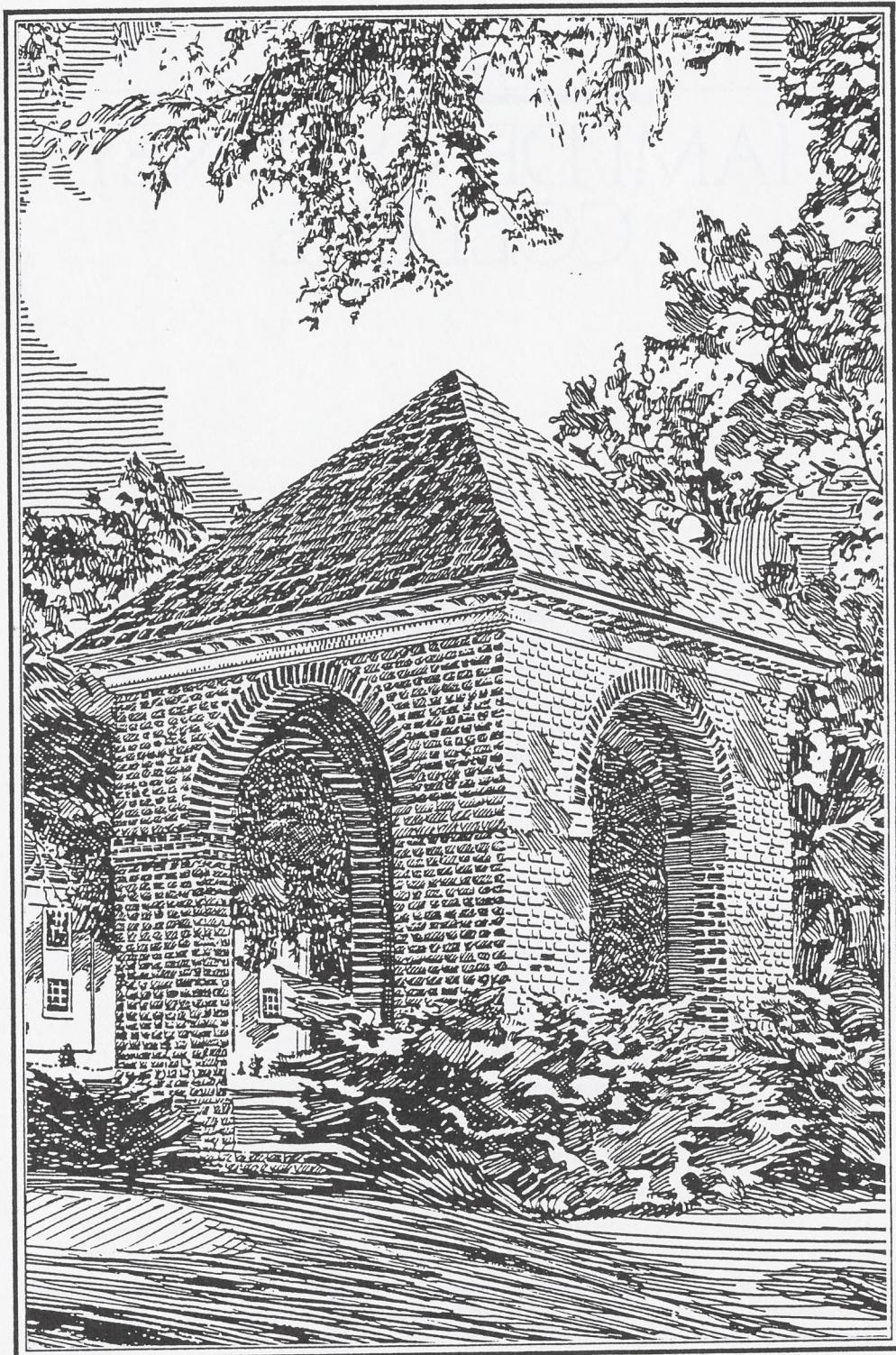
HAMPDEN-SYDNEY COLLEGE

*For more than two centuries
Hampden-Sydney College has held
true to the ideals of her founders,
educating leader after leader
for country and Commonwealth,
all good men and good citizens
formed in an atmosphere of
sound learning.*

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WATKINS BELL TOWER (1934)



HAMPDEN-SYDNEY COLLEGE

HAMPDEN-SYDNEY COLLEGE, a liberal arts college for men now enrolling 950 students, has been in continuous operation since January 1776. The College is the tenth oldest institution of higher learning in the United States and the oldest of the country's few remaining all-male colleges. Hampden-Sydney is affiliated with the Presbyterian Church in the United States.

Hampden-Sydney is fully accredited by the Southern Association of Colleges and Schools and is a member of the Association of Virginia Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.

Hampden-Sydney is a lively community with a faculty highly motivated and dedicated to teaching. There are currently 75 members of the teaching faculty, for a student-faculty ratio of about 12:1. Almost 50 percent of the graduating seniors enter graduate or professional school.

Part of the 566-acre campus, picturesquely set in Virginia's historic Southside, 70 miles southwest of Richmond, has been designated an historic preservation zone. Farmville, a town of 6,000, is seven miles north.

None of the eighteenth-century buildings survives, but the Federal architecture used for the Alamo's western portion, the oldest (1817) of the College's structures, has been maintained as the dominant style for the campus.

As of 30 June 1990 the endowment portfolios have a market value of approximately \$34.6 million. The operating budget for 1991-92 is \$18.4 million.

Since 1776, the mission of Hampden-Sydney College has been to form good men and good citizens in an atmosphere of sound learning. The College aims to instill in its students a commitment to sound scholarship through studies in the natural sciences, the humanities, and the social sciences; to cultivate qualities of character and moral discernment rooted in the Judeo-Christian tradition; to develop clear thinking and expression; to promote an understanding of the world and our place in it; to impart a comprehension of social institutions as a basis for intelligent citizenship and responsible leadership in a democracy; to prepare those with special interests and capacities for graduate and professional study; and to equip graduates for a rewarding and productive life.

THE EARLY AMERICAN COLLEGE, typically a frontier institution, was often a Christian college in character. Hampden-Sydney was no exception: her heritage is deeply rooted in the history of both Colonial America and the Presbyterian Church.

The founders of the College chose the name Hampden-Sydney to symbolize their devotion to the principles of representative government and full civil and religious freedom which John Hampden (1594-1643) and Algernon Sydney (1622-1683) had outspokenly supported, and for which they had given their lives, in England's two great constitutional crises of the previous century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by James Madison, Patrick Henry, and other less well-known but equally vigorous patriots who composed the College's first Board of Trustees. Indeed, the original students eagerly committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defenses of Williamsburg and of Petersburg, in 1777 and 1778 respectively. Their uniform of hunting-shirts—dyed purple with the juice of pokeberries—and grey trousers gives the College its traditional colors, garnet and grey.

The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation (about two miles south of the present campus), accepted a gift of one hundred acres for the College, elected Trustees (most of whom were Episcopalian), and named as Rector (later President) the Rev. Samuel Stanhope Smith, valedictorian of the Princeton class of 1769, who had been actively promoting the idea of establishing a college in the heavily Scotch-Irish area of south-central Virginia since he began his ministry there in 1772. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his own *alma mater*, he journeyed to Princeton to secure the founding faculty, which included his younger brother, John Blair Smith. On that 1775 trip he also visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty began gathering in the fall of 1775, although the official opening of the College was delayed until 1 January 1776. The College has never suspended operations.



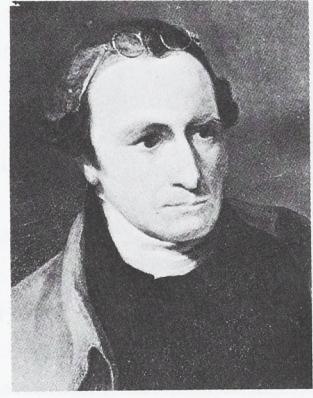
Hampden-Sydney College in 1840: from left to right, Steward's Hall (*The Alamo*), The College (Cushing Hall), and the 18th-century buildings.



John Hampden



Algernon Sydney



Patrick Henry

Early fund-raising efforts were varied (they included a state-sanctioned lottery) and vigorous; despite war-time inflation and other economic dislocations, financial support of and general interest in the College were sufficient guarantees of its viability that in 1783 the General Assembly granted by statute a charter of incorporation, partly written by Patrick Henry.

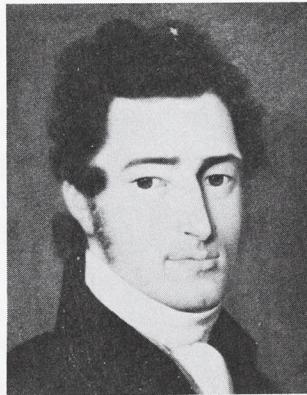
In its first fifty years the College prospered and gained the respect of the public and of the educational world. As early as the 1790's its influence was being felt elsewhere, as alumni and former presidents and faculty members began founding or organizing other institutions, including Union College, New York (1795), by ex-President J. B. Smith; Princeton Seminary (1812), by ex-President Archibald Alexander; and the University of Virginia (1819), by Joseph Carrington Cabell, class of 1800. The Medical College of Virginia was established (1838) at Richmond as the medical department of Hampden-Sydney; Union Theological Seminary of Virginia (1822) was founded at Hampden-Sydney and occupied the south end of the present campus for some seventy-five years before its relocation in Richmond.

The College matured physically and academically through the first half of the nineteenth century, enjoying the services of some remarkably gifted leaders. Jonathan P. Cushing, a Dartmouth man and the first layman and first non-Presbyterian to be president, oversaw during his fourteen-year tenure the abandonment of the College's original buildings in favor of the handsome Federal architecture which still distinguishes the campus; his greatest physical monument, Cushing Hall, which once housed the entire College operation, is currently in use as a dormitory. The world-renowned chemist, Dr. John W. Draper, who built the first camera to photograph a living person, was professor at Hampden-Sydney from 1836 to 1839.

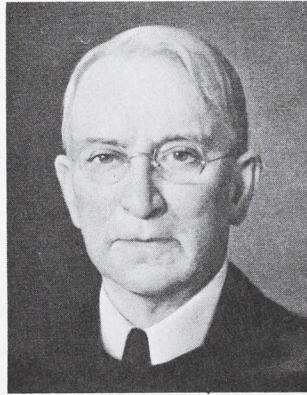
Religious controversy, the nation's and Virginia's economic troubles, and the Civil War and its aftermath were for two generations the testing-fires of Hampden-Sydney as a



Samuel Stanhope Smith



Jonathan P. Cushing



Joseph DuPuy Eggleston

stronghold of academic quality. Fortunately for the College, the longest-tenured of its presidents, the able and dedicated J. M. P. Atkinson, served from before the War through Reconstruction (1857-1883); he performed the remarkable feat of keeping the College solvent, while insistently upholding both disciplinary and academic standards. Once again, at the outset of war the student body organized a company, with the president as captain. These men, officially mustered as the "Hampden-Sydney Boys," saw action in the disaster of Rich Mountain (10 June 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies.

During the presidencies of Dr. Atkinson and his eminent successor, Dr. Richard McIlwaine, many features of current student life were introduced—social fraternities, sports, and student government, for example; other student activities flourished at their highest level, such as the literary, or debating, societies and musical clubs. In addition, in 1898 the Seminary moved to Richmond and a most generous alumnus, Major R. M. Venable, class of 1857, bought its buildings and gave them to the College, doubling the physical plant. Academic offerings were expanded, strengthening the coherent tradition of liberal education which had become the hallmark of the College.

The twentieth century has seen considerable building and other developments that have provided the facilities and personnel to continue a distinguished program. Bagby Science Hall, described as "one of the finest science buildings in the small colleges of America," was built in 1922; in 1968 it was replaced by the Gilmer Science Center, which is, again, of the highest quality; Bagby Hall is also now the home of the John Brooks Fuqua Computing Center. The former Memorial Library, now Winston Hall, was replaced in 1961 after sixty-three years of service by Eggleston Library, named for President J. D. Eggleston, the principal institutional architect of twentieth-century Hampden-Sydney; only fourteen years later, during the administration of W. Taylor Reveley, this building was more than doubled in size, and in 1986 had its ground floor refurbished as the Fuqua International

Communications Center. In the past twenty years, major conversions and renovations have provided the College with the Graham Hall Student Center, Post Office, and Bookstore; the Development Office, Publications Office, and Switchboard in Cabell House; the Esther Thomas Atkinson Museum in the old post office; the Business Office, in Restover; the Center for Counseling and Career Planning in Bagby Hall; new dressing rooms in Gammon Gymnasium; guest rooms in Hampden House; the student-run FM radio station in the Carriage House; the Moore Student Health Center in Winston Hall; and guest-quarters for the President in Coleman Cottage. In the same period, new construction has provided the Hampden House Residence Halls; the Kirby Field House, including the Fleet Gymnasium and Leggett Swimming Pool, as well as offices, weight room, squash, handball, and racquetball courts, trainer's room, classroom, and lounges; a completely reconditioned baseball field, including the new Fulton dugouts; a new outdoor athletic facility; the Blake Village of town-house apartments; the Crawley Forum; the Whitehouse Residence Hall, the Carpenter Houses, and five other new residence halls. Venable Hall, in use as a Seminary and, since 1898, as a College building, has undergone thorough renovation. Most recently, Penshurst, one of the oldest Seminary houses, has been extensively renovated as the residence of the Dean of the Faculty; a new dining hall and campus center was opened in Spring, 1991; new parking lots have been constructed. Major improvements in the water supply, sewage treatment, and communications equipment are in progress. The campus itself has grown steadily, through purchase and gift, to 566 acres, much of it in woodland. Academic, social, and cultural programs of the College continue to be enriched, and Hampden-Sydney looks into its third century with a wholesome optimism, bred of a sober integrity of mission coupled with a history of sound development, and made possible by an extraordinary succession of leaders and benefactors of rare ability, commitment, and vision.



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GRAVES HAYDON THOMPSON, B.A., A.M., Ph.D., Litt.D. (1939, 1977) *Blair Professor Emeritus of Latin*. B.A., Hampden-Sydney College, 1927; A.M., Harvard University, 1928; Ph.D., Harvard University, 1931; Litt.D., Hampden-Sydney College, 1979.

JOSEPH WILLARD WHITTED, B.S., M.A., Ph.D. (1949, 1981) *Professor Emeritus of Modern Languages*

JOSEPH BURNER CLOWER, B.A., B.D., Th.M., Th.D. (1954, 1977) *Professor Emeritus of Bible*

PAUL LIVINGSTON GRIER, B.A., B.A.L.S., M.A.L.S. (1940, 1980) *Head Librarian Emeritus*

FRANK JAMES SIMES, A.B., M.A., D.Ed. (1967, 1987) *Professor Emeritus of Psychology*

EDWARD ALEXANDER CRAWFORD, JR., B.S., M.A. (1963, 1987) *Professor Emeritus of Biology*

DUDLEY BYRD SELDEN, B.S., M.S. (1961, 1974) *Associate Professor Emeritus of Mathematics*

GUSTAV FRANKE, B.S., M.A.T., M.A. (1965, 1981) *Assistant Professor of Mathematics and Computer Science, retired*

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HASSELL ALGERNON SIMPSON, B.S., M.A., Ph.D. (1962, 1965)^S *Professor of English*. B.S., Clemson University, 1952; M.A., Florida State University, 1957; Ph.D., Florida State University, 1962.

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THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 1967) *Professor of Mathematics*. B.S., Virginia Military Institute, 1954; M.S., University of Virginia, 1957; Ph.D., University of Virginia, 1960.

*=On leave 1991-92; F=fall semester only, S=spring semester only.

†Exchange faculty from Randolph-Macon Woman's College

NOTE: The first date in parentheses indicates the year in which the faculty member began faculty service at the College. The second date indicates the year of appointment to the present rank.

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RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968, 1981) *Squires Professor of History*. B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

HERBERT JAMES SIPE, B.S., Ph.D. (1968, 1981) *Professor of Chemistry*. B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

WILLIAM ALBERT SHEAR, A.B., M.A., Ph.D. (1974, 1981) *Patterson Professor of Biology*. A.B., College of Wooster, 1963; M.A., University of New Mexico, 1965; Ph.D., Harvard University, 1971.

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 1981) *Professor of Religion and Dean of Freshmen*. B.S., Ohio State University, 1960; S.T.B.; Boston University School of Theology, 1963; Ph.D., Boston University, 1969.

LEON NEELY BEARD, JR., B.A., Ph.D. (1968, 1982) *Professor of Physics*. A.B., Vanderbilt University, 1957; Ph.D., Vanderbilt University, 1967.

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RAY ALLEN GASKINS, B.S., Ph.D. (1970, 1982) *Professor of Mathematics and Computer Science*. B.S., Virginia Polytechnic Institute and State University, 1964; Ph.D., Virginia Polytechnic Institute and State University, 1971.

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CHARLES WAYNE TUCKER, B.A., M.A., Ph.D. (1972, 1983) *Professor of Classics*. B.A., Randolph-Macon College, 1960; M.A., University of Virginia, 1966; Ph.D., University of Virginia, 1972.

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 1984) *Professor of Biology*. A.B., Dartmouth College, 1964; Ph.D., Auburn University, 1967.

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969, 1984) *Professor of English*. B.A., Tufts University, 1964; M.A., University of Massachusetts, 1966; Ph.D., University of Massachusetts, 1969.

ALAN FORD FARRELL, A.B., M.A., Ph.D. (1973, 1986) *Professor of Modern Languages*. A.B., Trinity College, 1966; M.A., Tufts University, 1967; M.A., Tufts University, 1972; Ph.D., Tufts University, 1972.

PAUL ANTHONY JAGASICH, B.A., B.S., M.A., Ph.D. (1973, 1986) *Professor of Modern Languages*. B.A., Apaczai Pedag. College, Budapest, Hungary, 1955; B.S., Eotvos Tud. Egyetem, Budapest, H., 1960; B.A., Eotvos Tud. Egyetem, Budapest, H., 1962; B.A. Eotvos Tud. Egyetem, Budapest, H., 1964; M.A., University of North Carolina, 1970; M.A., University of North Carolina, 1971; Ph.D.,

University of North Carolina, 1973; M.A., Middlebury College, 1983.

THOMAS EDWARD DEWOLFE, A.B., M.A. Ph.D. (1966, 1987) *Professor of Psychology*. A.B., Harvard University, 1954; M.A., Vanderbilt University, 1960; Ph.D., University of Houston, 1969.

EDWARD MARION KIESS, B.S., M.S., Ph.D. (1968, 1987) *Professor of Physics*. B.S., Massachusetts Institute of Technology, 1955; M.S., Pennsylvania State University, 1962; Ph.D., Pennsylvania State University, 1965.

STEPHEN CADY COY, B.A., M.F.A., D.F.A. (1981, 1987) *Professor of Fine Arts*. B.A., Amherst College, 1953; M.F.A., Yale School of Drama, 1963; D.F.A., Yale School of Drama, 1969.

GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D. (1972, 1988) *Professor of English*. B.A., Haverford College, 1965; M.A., Yale University, 1968; Ph.D., Yale University, 1975.

JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D. (1978, 1988)^S *Professor of Classics*. B.A., Grinnell College, 1969; M.A., Stanford University, 1972; Ph.D., Stanford University, 1972.

GERALD MORICE BRYCE, B.S., Ph.D. (1978, 1988)^F *Professor of Mathematics and Computer Science*. B.S. Denison University, 1967; Ph.D., University of Virginia, 1975.

JOHN SCOTT COLLEY, B.A., M.A., Ph.D. (1988) *Provost and Dean of the Faculty and Professor of English*. B.A., Randolph-Macon College, 1964; M.A., University of Chicago, 1965; Ph.D., University of Chicago, 1969.

DAVID E. MARION, B.A., M.A., Ph.D. (1977, 1990)* *Professor of Political Science*. B.A., Saint Anselm's College, 1970; M.A., University of New Hampshire, 1972; Ph.D., Northern Illinois University, 1977.

JAMES C. KIDD, B.A., M.Mus., Ph.D. (1981, 1991) *Professor of Fine Arts*. B.A., Williams College, 1963; M.Mus., Northwestern University, 1965; Ph.D., University of Chicago, 1973.

sity, 1965; Ph.D., University of Chicago, 1973.

SAMUEL VAUGHAN WILSON, LL.D. (1984) *Adjunct Professor of Political Science*. LL.D., Hampden-Sydney College, 1979.

CHRISTINE HASENMUELLER COLLEY, B.A., M.A., Ph.D. (1988) *Adjunct Professor of Fine Arts*. B.A., College of Wooster, 1962; M.A., University of North Carolina, 1966; Ph.D., University of North Carolina, 1970.

AMBASSADOR WILLIAM B. JONES (1991) *Adjunct Professor of Political Science*.

WILLIAM CRAWFORD, B.A., M.A., Ph.D. (1991) *Visiting Professor of Mathematics*. B.A., Mt. Allison University, 1939; M.A., University of Minnesota, 1942; Ph.D., University of Minnesota, 1950.

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970) *Associate Professor of Economics*. B.A., Yale University, 1956; Ph.D., Duke University, 1966.

JOHN LUSTER BRINKLEY, B.A., B.A. (Oxon.), M.A. (Oxon.) (1967, 1974) *Associate Professor of Classical Studies and Clerk of the Faculty*. B.A., Hampden-Sydney College, 1959; B.A., University of Oxford, 1962; M.A., Princeton University, 1965; M.A., University of Oxford, 1966.

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967, 1974) *Associate Professor of Philosophy*. B.A., University of Minnesota, 1959; S.T.B., Harvard Divinity School, 1962; M.A., Yale University, 1964; Ph.D., Yale University, 1968.

KEITH WILLIAM FITCH, B.S., M.A., Ph.D. (1972, 1978) *Associate Professor of History*. B.S., Purdue University, 1960; M.A., Purdue University, 1968; Ph.D., Purdue University, 1972.

MARY MONTGOMERY SAUNDERS, B.A., M.A., Ph.D. (1976, 1981) *Associate Professor of English*. B.A., Duke University, 1966; M.A., University of Illinois, 1967; Ph.D., University of Illinois, 1974.

ROBB TYSON KOETHER, B.S., M.A., Ph.D. (1981, 1984) *Associate Professor of Mathematics and Computer Science.* B.S., University of Richmond, 1973; M.A., University of Oklahoma, 1974; Ph.D., University of Oklahoma, 1978.

DAVID S. PELLAND, A.B., Ph.D. (1981, 1984) *Associate Professor of Mathematics and Computer Science.* A.B., Dartmouth College, 1973; Ph.D., Wesleyan University, 1978.

DAVID WILLIAM GIBSON, B.A., M.B.A., CPA, CMA. (1979, 1985) *Associate Professor of Economics.* B.A., University of Richmond, 1976; M.B.A., College of William and Mary, 1979.

GERALD T. CARNEY, B.A., M.A., Ph.D. (1982, 1985) *Associate Professor of Religion.* B.A., Cathedral College, 1966; M.A., Fordham University, 1973; Ph.D., Fordham University, 1979.

KENNETH NEAL TOWNSEND, B.A., M.S., Ph.D. (1980, 1986) *Associate Professor of Economics.* B.A., Louisiana State University, 1976; M.S., Louisiana State University, 1978; Ph.D., Louisiana State University, 1983.

CARL WILLIAM ANDERSON, B.S., M.S., Ph.D. (1986) *Associate Professor of Chemistry.* B.S., University of Massachusetts, 1972; M.S., University of Cincinnati, 1975; Ph.D., University of Cincinnati, 1978.

ROBERT T. HERDEGEN III, B.S., M.A., Ph.D. (1981, 1987) *Associate Professor of Psychology.* B.S., Rockford College, 1974; M.A., University of Delaware, 1978; Ph.D., University of Delaware, 1981.

JOSEPH MICHAEL WILSON, B.A., M.A., Ph.D. (1981, 1987) *Associate Professor of Modern Languages and Associate Dean of the Faculty.* B.A., Amherst College, 1976; M.A., University of Massachusetts, 1979; Ph.D., University of Massachusetts, 1983.

ROGER M. BARRUS, B.A., M.A., Ph.D. (1982, 1988) *Associate Professor of Political Science.* B.A., Michigan State University, 1973; M.A., Harvard University, 1979; Ph.D., Har-

vard University, 1984.

PAUL H. MUELLER, B.A., Ph.D. (1985, 1989)^s *Associate Professor of Chemistry.* B.A., St. Olaf College, 1975; Ph.D., Northwestern University, 1980.

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ANNE CASTEEN LUND, B.S., M.S., Ph.D. (1974, 1990) *Associate Professor of Biology and Academic Counselor.* B.S., Longwood College, 1967; M.S., Emory University, 1968; Ph.D., Emory University, 1974.

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ROXANN PRAZNIAK, B.A., M.A., Ph.D. (1987, 1990) *Associate Professor of History.* B.A., University of California, 1970; M.A., San Francisco State University, 1973; Ph.D., University of California, 1981.

PAULE GOUNELLE KLINE, Licence, Diplôme, Ph.D. (1983, 1991) *Associate Professor of Modern Languages.* Licence, University of Montpellier, 1956; Diplôme, University of Montpellier, 1957; Ph.D., University of North Carolina at Chapel Hill, 1982.

MARK T. NELSON, B.A., M.A., Ph.D. (1985, 1991)^s *Associate Professor of Philosophy.* B.A., Wheaton College, 1979; M.A., University of Notre Dame, 1982; Ph.D., University of Notre Dame, 1985.

VICTOR N. CABAS, JR., B.A., Ph.D. (1982, 1990) *Adjunct Associate Professor of Rhetoric.* B.A., University of Virginia, 1970; Ph.D., State University of New York at Buffalo, 1974.

DONALD A. KNIFFEN, B.A., M.A., Ph.D. (1991) *Adjunct Associate Professor of Physics.* B.S., Louisiana State University, 1959; M.A.,

Washington University, 1960; Ph.D., Catholic University, 1967.

KEVIN MICHAEL DUNN, B.S., Ph.D. (1986) *Assistant Professor of Chemistry*. B.S., University of Chicago, 1981; Ph.D., University of Texas, 1986.

JOSEPH MICHAEL BERMAN, B.S., Sc.M., Ph.D. (1987) *Assistant Professor of Mathematics*. B.S., University of Florida, 1961; Sc.M., Brown University, 1970; Ph.D., University of Rhode Island, 1980.

DAVID DODGE LEWIS, B.S., M.A., M.F.A. (1987) *Assistant Professor of Fine Arts*. B.S., University of Southern Maine, 1974; M.A., East Carolina University, 1981; M.F.A., East Carolina University, 1987.

ELIZABETH JANE DEIS, B.A., M.A., Ph.D. (1983, 1988) *Assistant Professor of Rhetoric and Humanities*. B.A., College of William and Mary, 1973; M.A., Duke University, 1976; Ph.D., Duke University, 1985.

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RUBEN B. NOGUERA, B.A., M.A., Ph.D. (1988) *Assistant Professor of Modern Languages*. B.A., Lynchburg College, 1974; M.A., University of Florida, 1983; Ph.D., University of North Carolina at Chapel Hill, 1989.

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RALPH S. HATTOX, B.S.F.S., M.A., Ph.D. (1989) *Assistant Professor of History*. B.S.F.S., Georgetown University, 1976; M.A., Princeton University, 1981; Ph.D., Princeton University, 1982.

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STANLEY A. CHEYNE, B.A., M.A., Ph.D. (1990) *Assistant Professor of Physics*. B.A., Hendrix College, 1984; M.A., University of Mississippi, 1986; Ph.D., University of Mississippi, 1989.

EDWARD W. DEVLIN, B.S., M.A., Ph.D. (1990) *Assistant Professor of Biology*. B.S., University of Maryland, 1972; M.A., Bemidji State University, 1978; Ph.D., North Dakota State University, 1982.

PATRICK A. WILSON, B.A., M.A., Ph.D. (1990) *Assistant Professor of Philosophy*. B.A., University of Dallas, 1984; M.A., University of Notre Dame, 1986; Ph.D., University of Notre Dame, 1989.

ANTHONY M. CARILLI, B.A., M.A., Ph.D. (1991) *Assistant Professor of Economics*. B.A., Hartwick College, 1983; M.A., Northeastern University, 1987; Ph.D., Northeastern University, 1991.

ANDRZEJ RUSEWICZ, B.S., M.S., Ph.D. (1991) *Assistant Professor of Mathematics*. B.S., University of Minnesota, 1985; M.S., University of Minnesota, 1987; Ph.D., University of Minnesota, 1991.

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CATHERINE B. POLLARI, B.S., M.Ed., M.L.S. (1985, 1991) *Reference Librarian*. B.S., Virginia Polytechnic Institute, 1961; M.Ed., University of Virginia, 1965; M.L.S., University of Maryland, 1976.

SANDRA WOOD HEINEMANN, B.A., M.A.L.S. (1976, 1989) *Catalogue Librarian*. B.A., Bucknell University, 1962; M.A.L.S., University of Michigan, 1976.

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CHARLES KIRK PILKINGTON, B.A., M.A. (1985) *Visiting Assistant Professor of History*. B.A., University of Mississippi, 1976; M.A., University of Virginia, 1979.

LEON McCALIN COHEN, B.S., M.S. (1986) *Visiting Assistant Professor of Mathematics*. B.S., Emory University, 1983; M.S., University of Virginia, 1986.

NANCY HELEN ROSE, B.A., M.A. (1989) *Visiting Assistant Professor of Modern Languages*. B.A., University of California at Los Angeles, 1960; M.A., California State University at Northridge, 1978.

FEHINTOLA A. MOSADOMI, B.S., M.A. (1990) *Visiting Assistant Professor of Modern Languages*. B.S., University of Ibadan (Nigeria), 1979; M.A., University of Delaware, 1984.

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MARK A. PRELL, B.A., Ph.D. (1991) *Visiting Assistant Professor of Economics*. B.A., College of William and Mary, 1982; Ph.D., Massachusetts Institute of Technology, 1987.

THOMAS J. O'GRADY, B.A., M.A. (1974) *Poet-in-Residence and Lecturer in English*. B.A., University of Baltimore, 1966; M.A., Johns Hopkins University, 1967.

CARL STERN, A.B., M.B.A., Ph.D.† (1971) *Lecturer in Economics*. A.B., Colby College, 1943; M.B.A., University of Pennsylvania, 1947; Ph.D., University of Pennsylvania, 1954.

ROBERT P. WEBBER, B.A., M.S., Ph.D. (1976) *Lecturer in Mathematics*. B.A., University of Richmond, 1966; M.S., Stephen F. Austin College, 1967; Ph.D., University of Tennessee, 1972.

DIANA AKERS RHOADS, A.B., A.M., Ph.D. (1985) *Lecturer in Rhetoric and English*. A.B., Smith College, 1966; A.M., Boston University, 1969; Ph.D., University of Virginia, 1979.

ROSALIND HINGELEY, B.A., M.A. (1985) *Lecturer in Rhetoric*. B.A., Randolph-Macon Woman's College, 1967; M.A., Boston College, 1972.

PAMELA S. LANGLOIS, B.A., M.A., Ph.D. (1987) *Lecturer in History*. B.A., Cambridge University, 1961; M.A., Cambridge University, 1965; Ph.D., University of Massachusetts, 1979.

SUSAN PEPPER ROBBINS, B.A., M.A., Ph.D. (1988) *Lecturer in Rhetoric*. B.A., Westhampton College, 1964; M.A., University of Virginia, 1966; Ph.D., University of Virginia 1976.

BRONWYN SOUTHWORTH O'GRADY, B.A., M.A. (1989) *Lecturer in Rhetoric*. B.A., Towson State University, 1968; M.A., Johns Hopkins University, 1972.

JOHN MICALLY MILLER, B.S., M.A. (1990) *Lecturer in Physics*. B.S., University of Virginia, 1982; M.A., University of Virginia, 1986.

PHYLLIS G. WACKER, B.A., M.A., Ph.D (1990) *Lecturer in Psychology*. B.A., Westhampton College, 1956; M.A., University of Richmond, 1965; Ph.D., University of Virginia, 1988.

LUCIA WILSON, Laurea in Lingue e Letterature Straniere Moderne, M.A. (1990) *Lecturer in Rhetoric*. Laurea in Lingue e Letterature

Straniere Moderne, University of Padua, Italy, 1984, M.A., University of Notre Dame, 1987.

EDWARD JAMES WEBER BLATNIK, B.A., M.A. (1991) *Lecturer in Philosophy*. B.A., University of Southern Colorado, 1981; M.A., University of Virginia, 1988.

DIANNE O'DONNELL MARION, B.A., M.A. (1991) *Lecturer in Rhetoric*. B.A., Notre Dame College, 1970; M.A., Longwood College, 1989.

LIBRARY

DAVID J. NORDEN, A.B., M.S.
Director, Eggleston Library

SANDRA W. HEINEMANN, B.A., M.A.L.S.
Catalogue Librarian

JANE B. MORRISON, B.S.Ed., M.L.S.
Assistant Catalogue Librarian

JOHN J. NORRIS, B.A., M.A.L.S.
Media Librarian

CATHERINE B. POLLARI, B.S., M.Ed.,
M.L.S. Reference Librarian

ATHLETICS

LOUIS F. MILLER, B.S.
Director of Athletics

JOSEPH E. BUSH, B.S., M.S.
Head Football Coach and Assistant Director
of Athletics and Head Tennis Coach

TONY L. SHAVER, B.A., M.A.T.
Head Basketball Coach and Director of
Intramurals

RAY ROSTAN, B.S., M.S.
Head Lacrosse Coach and Head Water Polo
Coach

FRANK H. FULTON, JR., B.A.
Head Baseball Coach and Assistant Football
Coach

MICHAEL R. REILLY, B.S., M.Ed.
Head Soccer Coach and Assistant Lacrosse
Coach

ANDREW L. CATLETT, B.A., M.S.
Assistant Basketball Coach and Head Cross
Country Coach

PHILIP D. CULICERTO, B.A.
Assistant Football Coach and Assistant
Baseball Coach

WILLIAM S. TORNABENE, B.A.
Assistant Football Coach and Head Golf
Coach

DEAN E. HYBL, B.S.
Sports Information Director

JAMIE L. MUSLER, B.S., M.S.
Head Athletic Trainer

COMMITTEES OF THE FACULTY

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees, Academic Affairs, Faculty Affairs, and Student Affairs, Budget-Audit, Grievance and their subcommittees are listed below with their areas of responsibility and the names and terms (the number in parentheses indicates the last year in office) of their members.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (e.g., audiovisual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the Faculty. Also serves as the Executive Committee of the Faculty between Faculty meetings. May establish sub-committees and *ad hoc* committees, for purposes definite, to report to it.

Membership:

3 faculty members, 1 elected from each division, by each division, for 3-year staggered terms: Shear (92), Barrus (93), R. Hall (94)

1 faculty member elected at large annually: Rhoads
1 faculty member appointed by the President annually after the election of the above: Berman

1 student elected annually in the Spring by faculty members of the Committee (save for Executive Committee business): T. Drafton

Dean of the Faculty, *ex officio*: Colley
Chairman, elected from within the Committee: TBA

Honors Council

A subcommittee of the Academic Affairs Committee, responsible for recruitment of honors scholars; coordination of departmental honors for juniors and seniors; administration of a program of book seminars, lectures, and cultural events; administration of Introductory Honors Program; administration of the Merit Scholarship program.

Membership:

3 faculty members appointed by the Dean for 3-year staggered terms: Carney (92), Pelland (93), Townsend (94)

Dean of the Faculty, *ex officio*: Colley
Chairman, appointed by the Dean: Pelland

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial aid policy established by the Faculty.

Membership:

Dean of Admissions (*Chairman ex officio*): Jones
Dean of Students: Drew

3 faculty members elected one each year, for 3-year staggered terms, by the Faculty: Fitch (92), Cohen (93), Sipe (94)

1 faculty member appointed annually by the President, after the above election: Frye

(The Chairman shall invite such other members of the Administration as shall be appropriate to sit in on meetings when needed.)

Premedical-Predental Advisory Committee

A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and predental students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.

Membership:

4 faculty members, at least two of whom should represent the natural sciences, appointed by the President for 4-year staggered terms: Joyner (92), Mueller (93), Turney (94), Schiffer (95)

INTERNATIONAL STUDIES COMMITTEE

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

Membership:

3 faculty members, one from each division, elected by the division, for 3-year staggered terms: Anderson (92), Hattox (93), Carney (94)

1 faculty member elected at large annually: Prazniak
Chairman, elected from within the Committee: TBA

FACULTY AFFAIRS COMMITTEE

Responsible for advice on faculty hiring, promotion, and tenure, and for development and implementation of procedures for faculty evaluation.

Membership:

3 faculty members (all tenured faculty), 1 elected from each division, by each division, for 3-year staggered terms: Simms (92), Tucker (93), Gemborys (94)

3 faculty members (all tenured faculty), one from each division, elected by the faculty as a whole for 3-year staggered terms: Norment (92), Bryce (93), Pontuso (94)

Dean of the Faculty, *without vote*: Colley
Chairman, elected from within the Committee: TBA

Committee on Professional Development

A subcommittee of the Faculty Affairs Committee, responsible for oversight of faculty research and development, including review of funded summer research and sabbaticals, development of general policy on support of faculty research, and planning and implementation of faculty development programs.

Membership:

3 faculty members (tenured or non-tenured), 1 elected from each division, by each division, for 3-year staggered terms: P. Wilson (92), V. Hall (93), TBA (94)

3 faculty members (all tenured faculty), 1 from each division, elected by the faculty as a whole for 3-year staggered terms: DeWolfe (92), Coy (93), Mayo (94)

Dean of the Faculty, *ex officio*: Colley
Chairman, elected from within the Committee: TBA

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community ser-

vice, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.

Membership:

3 faculty members, one elected at large each year for a 3-year term: Dunn (92), Weese (93), Devlin (94)

President of the Student Government: B. Wilkins

2 students appointed by the President of the College annually in the spring: D. Naismith, S. Benson

Dean of Students *ex officio*: Drew

Chairman, elected from within the Committee: TBA

Lectures and Programs Committee

A subcommittee of Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

Membership:

3 faculty members, serving 3-year staggered terms—1 appointed by the President, 2 elected by the Faculty: Prazniak (92), T. O'Grady (93), Lewis (94)

4 students chosen annually in the Spring by the President of Student Government: D. Head, M. Morgan, B. Nealy, B. Wilkins

Dean of Students, *ex officio*: Drew

Chairman, appointed by the President: TBA

Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the Faculty, oversight and review of varsity and intramural athletic programs; liaison between the Athletic Director and the Faculty.

Membership:

Athletic Director *ex officio*: Miller

Dean of Students *ex officio*: Drew

4 faculty members, one elected at large each year for a 4-year term: Simms (92), S. Heinemann (93), Deis (94), Cheyne (95)

1 student elected annually in the Spring by Faculty members of the Committee: B. Barber

Chairman elected from within the Committee: TBA

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities reflected in the budget, and the general fiscal condition of the College—the findings to be reported to the Faculty, students, and trustees.

Membership:

4 faculty members, serving 4-year staggered terms, one from each division: Tucker (92), Porterfield (93), Gibson (94); and one from the faculty at large: Townsend (95)

Chairman, elected from within the Committee: TBA

GRIEVANCE COMMITTEE

Responsible for hearing grievances including appeals of tenure, promotion, and hiring decisions.

Membership (elected from tenured faculty):

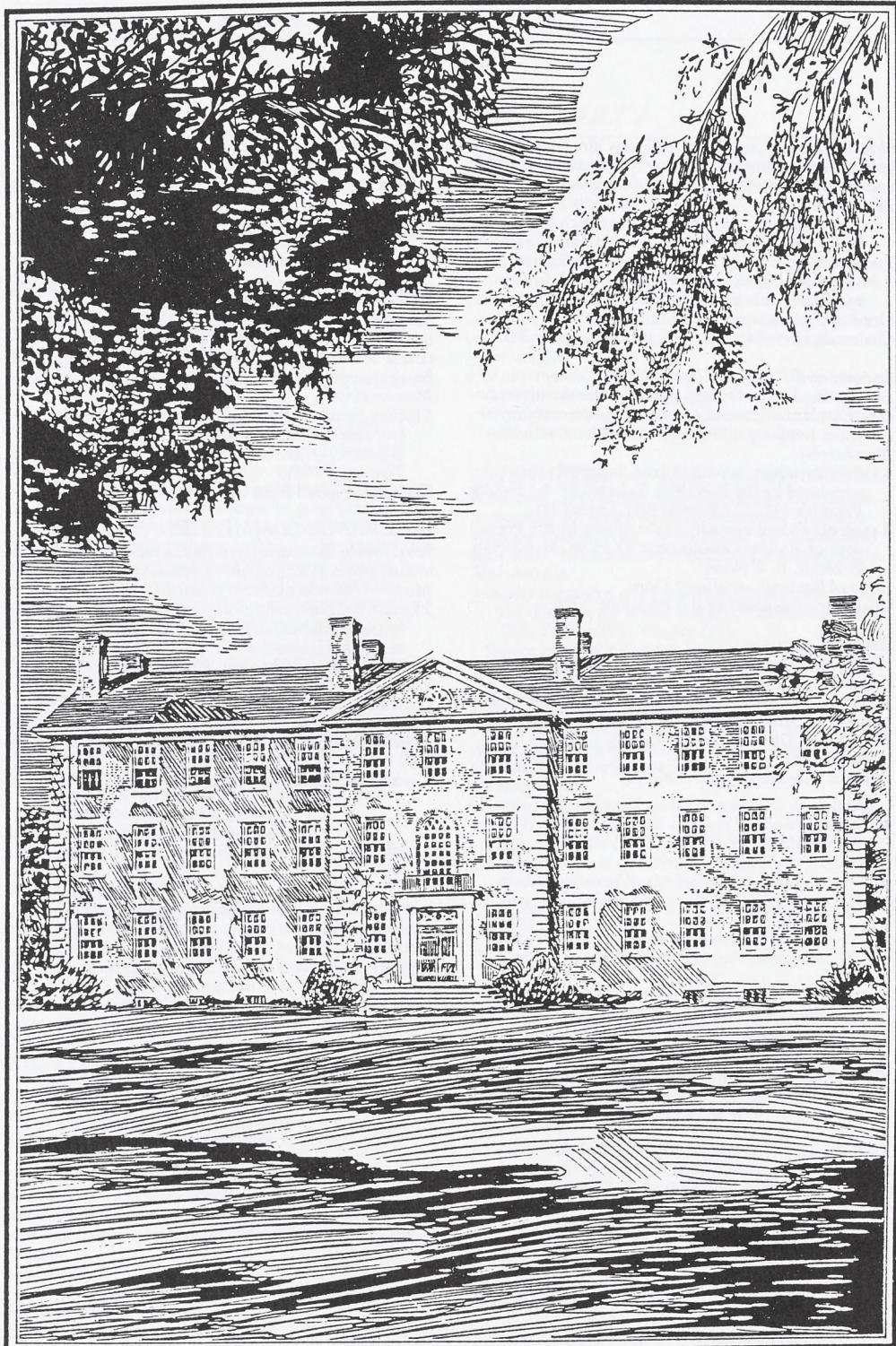
5 faculty members elected at large for 3-year staggered terms. Administrative officers are not eligible to serve. R. Heinemann (92), M. Wilson (92), DeWolfe (93), Hendley (93), Schiffer (94)

2 alternates: Iverson (92), Bagby (92)

Chairman, elected from within the Committee: TBA

Faculty Representative to the Board of Trustees: Porterfield (93)

Clerk of the Faculty: Brinkley



MORTON HALL (1936)



Academic Program

In keeping with the classical ideal of education, Hampden-Sydney seeks "to form good men and good citizens." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the undergraduate experience. The College encourages each student to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, ethics, and politics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. Thus Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning and encourages independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney strives to make men truly free.

CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities, academic programs, and guidance at Hampden-Sydney.

GRADUATE STUDY

Students who plan to pursue graduate work should maintain close liaison with members of the faculty in the area in which they plan to continue their education. To gain admission to graduate school, an applicant is expected to have done undergraduate work of high quality. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS AND GOVERNMENT

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business or government. Hampden-Sydney graduates have entered these fields from every major program of the College. Whatever a student's major department may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Many Hampden-Sydney students prepare for business careers by electing a major in Economics, especially in the Managerial Economics program. Many others enter business from majors other than Economics. Some, from Economics and other disciplines, con-

tinue their education in Master of Business Administration (M.B.A.) graduate programs. A student planning to enter business or government, or to attend graduate school in business administration, is urged to take advantage of the variety of liberal arts courses here, all of which contribute to a balanced view of his society, economy, and culture.

To assist students in planning for careers in business or in consideration of further study in an M.B.A. program, the College has a Pre-Business Advisory Committee composed of faculty members from Economics and other disciplines and staff members from the Center for Counseling and Career Planning. Interested students should contact the Director of Counseling and Career Planning or the chairman of the Department of Economics.

THE CHRISTIAN MINISTRY

Theological seminaries do not specify particular courses as prerequisites for admission but instead urge those who contemplate entering the Christian ministry to take a broadly-based selection of courses in the humanities and in the social and natural sciences. While not requiring Hebrew and Greek for admission, seminaries recommend that a prospective minister acquire in his undergraduate training a working knowledge of these languages. Hampden-Sydney provides an excellent education to those who wish to become Christian ministers.

ENGINEERING

Hampden-Sydney's program in the natural sciences, mathematics, and computer science provides excellent preparation for careers in engineering. The College has fostered successful dual degree programs with both the Virginia Polytechnic Institute and State University and the Georgia Institute of Technology. The College offers a solid core of subjects that provide a foundation for many engineering specialties. Hampden-Sydney's small classes and opportunities for close student-faculty contact strengthen that foundation.

Students interested in a career in engineering should see Dr. Beard or Dr. Porterfield early in their freshman year.

LAW

Students planning a career in law need not

follow a prescribed undergraduate program or take a specific major in preparation for law school or professional practice. Students are encouraged to follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education."

A program of study in which students develop the habits of thoroughness, intellectual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. These skills are employed throughout the liberal arts curriculum in the study of ethics, history, literature, politics, mathematics, the sciences, and languages.

At Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society disseminates information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors visiting lecturers, and arranges trips to visit courts in session.

MEDICINE AND DENTISTRY

According to recent editions of *Medical School Admissions Requirements* (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education—a strong foundation in the natural sciences (biology, chemistry, mathematics and physics), highly developed communication skills, and a solid background in the social sciences and humanities." In effect, they strongly support a liberal arts education.

Although a majority of medical and dental applicants major in science, the premedical or pre dental student should clearly understand that choice of major *of itself* has no influence on chances for acceptance. "The medical profession seeks individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests," according to MSAR. Students with strong interests in two fields sometimes elect a double major.

Virtually all U.S. medical and dental schools require the completion of two semesters of each of the following basic science courses:

with laboratory): General Biology, General Chemistry, Organic Chemistry, and General Physics. A candidate's performance in these courses generally carries more weight in the admissions process than other courses, particularly for the nonscience major who has less additional science work for consideration. Certain medical and dental schools list additional required or recommended courses in such fields as mathematics and Rhetoric or English. No later than his junior year, each student should consult MSAR for the particular requirements of each institution to which he may apply.

Whatever his major and choice of electives, it is important that the student choose each semester a challenging curriculum that assists in his rapid development and builds a strong record for admission.

As an important element in admissions, every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT) and every dental school the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney, and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year.

A faculty committee advises students concerning preparation for medical and dental school and assists them in the application process. On request, it prepares committee recommendations for transmittal to all institutions to which the student has applied. Students planning a career in medicine or dentistry should contact the chairman of the faculty committee about their plans no later than the spring semester of their freshman year.

SECONDARY SCHOOL TEACHING

Liberal education provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. A strong major in the field to be taught, with supporting courses in related areas, is the most important preparation.

Courses needed to satisfy the certification requirements of the State may be taken at Hampden-Sydney, at Longwood College (through the cooperative program), or at an EXCHANGE institution. Students who think they may want to earn full certification should consult with the Director of Student Records before the beginning of their junior year.

EDUCATIONAL FACILITIES

COMPUTING FACILITIES

The John Brooks Fuqua Computing Center at Hampden-Sydney College houses one of the finest academic computing systems that an undergraduate is likely to find anywhere. Located on the first floor of Bagby Hall, the computing facility is built around a Concurrent 3242 CPU with 5 million bytes of main memory and a secondary on-line memory capacity in excess of a gigabyte (one billion characters). True 32-bit architecture, an 8 KB cache memory, double precision floating-point hardware, and microprogrammable firmware are some of the many advanced features of the 3242.

There are 36 terminals and 8 printers directly attached to the computer. Sixteen terminals and 4 printers are located in the Computing Center Lab where they are available to both individual students and entire classes. Utilizing a network consisting of more than 6 miles of underground cable, another 20 terminals and 4 printers are distributed campus-wide, connecting every academic and administrative building to the computer. From any of these 36 terminals students can run programs in FORTRAN, C, BASIC, PASCAL, COBOL, SNOBOL, and Assembler and can access an extensive library of special programs such as MINITAB (statistics), TEXT (word-processing), SPSS, and IMSL (International Mathematics and Statistics Library). In addition, two 2400 and two 1200 BPS dial-up lines make it possible for users to access the computer from any location where there is a telephone. Thus, using a microcomputer and modem, it is possible for a student to access the College computer from the privacy of his room.

The OS/32 operating system on the 3242 is a multi-tasking, multiprogramming operating system which supports a simultaneous mix of interactive and batch jobs. This means that a student can submit one or more long jobs to run in batch mode and, while those jobs are running, he can be editing a program in interactive mode in preparation for still another run. And with OS/32 the only limitation on the size of a program is the amount of main memory available. At Hampden-Sydney this is a full five million bytes.

Because of the ease of access, computer use at the College has grown at the rate of 15% per year since the Concurrent 3242 was installed. In order to guarantee ease of access, the College has purchased a large number of Apple Macintosh microcomputers. In addition to 18 Macintoshes in a microcomputer lab which doubles as a classroom, there are 12 Macintoshes in the Library, 6 in the Computing Center, 5 in the Writing Lab and 12 in the residence halls. Over half of the members of the faculty own Macintoshes, which they use in teaching and research. A Macintosh software library of several hundred programs is maintained by the College and 4 laser printers are available for both student and faculty use.

The College also has equipped its scientific and experimental labs with computers. These mini/micro computers are used by students for a wide variety of purposes, including monitoring laboratory experiments, data collection and plotting, and interactive graphics.

EGGLESTON LIBRARY AND FUQUA INTERNATIONAL COMMUNICATIONS CENTER

The Eggleston Library serves as one of the most valuable academic resources at the College. The Library's collection has been specially selected to support Hampden-Sydney's liberal arts curriculum. It contains over 168,000 volumes, 805 periodical titles, microfilm and government documents arranged in open stacks for ease of use. The collection has been dramatically enlarged by a \$1.6-million challenge grant from the National Endowment for the Humanities.

Open 112½ hours per week, the Library provides a pleasant environment for study with seating for almost half of the student body. The reference staff provides assistance on a variety of subjects weekdays and most evenings, and conducts classes on library research methods. The Library provides interlibrary loan service through the nation-wide OCLC bibliographic database and offers searching of other on-line information sources to students and faculty. Several CD-ROM databases are available in the reference area as well.

Also located in the Eggleston Library is the Fuqua International Communications Center.

A state-of-the-art facility, the Center houses the newest electronic equipment to support learning. It maintains a collection of over 4,200 videodiscs, videotapes, compact discs, sound recordings, and computer software programs. Sixteen carrels and six viewing and listening rooms hold a variety of hardware for individual and group use. Two antennas for reception of satellite television broadcasts from around the western hemisphere add an international dimension to the Center.

LANGUAGE LABORATORY

A foreign language laboratory is located in the Fuqua International Communications Center, for the instruction of students in audio-lingual skills. Regular work in the development of these skills is recommended to all first- and second-year students in modern languages.

GILMER SCIENCE CENTER

Gilmer Science Center, completed in 1968, has 62,500 square feet of teaching space, including a separate greenhouse. It is unusually well equipped for undergraduate training in biology, chemistry, and physics. Special areas have been designed for faculty research, independent student research, and cooperative faculty-student projects.

SPECIAL PROGRAMS

SPRING SHORT TERM

Hampden-Sydney conducts a one-month "short term" starting a week after Commencement. One of its purposes is to provide students with an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. These special summer courses carry regular academic credit, and are approved by the Dean or the Academic Affairs Committee. In addition, certain courses offered during the regular semesters are also offered during the Short Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the Short Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the Short Term in no way implies assured admission toward a degree at Hampden-Sydney College.

Credits earned during the Short Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students, grades and quality units will be calculated in the cumulative average after completion of a subsequent full semester. Acceptance of Short Term credits by other institutions depends on the consent of those institutions.

The maximum load that a student may carry during the Short Term is two courses (with their co-requisite laboratories). Fees are charged by the course-hour. The application deadline is usually May 1.

Students may live in Hampden-Sydney dormitories, and all College facilities (except the main dining service) are available for their use.

WASHINGTON SEMESTER AND WORLD CAPITALS PROGRAMS

Hampden-Sydney College is one of approximately 100 colleges and universities participating in the Washington Semester Program and the World Capitals Programs of the American University in Washington, D.C.

The Washington Semester Program is

designed to afford well-qualified students an opportunity to study American government in action, not only through courses in the School of Government and Public Affairs, but also through the Seminar, which brings students into direct discussion with major public officials, political figures, lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with the American University includes the Washington Urban Semester, the Foreign Policy Semester, the Justice Semester, the Economic Policy Semester, the American Studies Semester, and the Washington Science and Technology Semester. The Seminar of the Foreign Policy Semester brings the student into contact with government officials, policy planners, key legislators, foreign embassy personnel, and national defense officials, while course work is taken in the School of International Service. The Urban Semester involves work in urban management, civic problems, and contact with officials in the urban planning of Washington and surrounding communities. The Justice Semester includes work with officials on all levels of government to provide a realistic picture of executive department implementation of crime-related legislation, federal investigative agencies, and the role of the federal court system in the administration of law. The Washington Economic Policy Semester is an intensive examination of the policy-making process in Washington, particularly as it relates to economic policy. The Washington Science and Technology Semester includes seminars, field study, and research to give insight into the present state of science and technology in specific national problem areas, such as the energy crisis. The Washington Journalism Semester provides intensive scrutiny of the gathering and presentation of the news.

The Program enables a student to earn sixteen semester hours of credit. This credit is earned through participation in three facets of the Program.

The Seminar (8 credit hours) consists of a program of reading and dialogue between the students and faculty and those in the Washington community who participate. Seminar sessions are held every week at either American University or the offices and committee rooms of the invited participants.

The Internship (4 credit hours) provides each student with an opportunity to gain first-hand experience as a member of the staff of an organization directly involved in the area of study. Internships are available in both the public and the private sectors.

The Research Project (4 credit hours) gives students latitude in investigating subjects and issues within their area. Guidance is provided by the director of the program.

Only a few Hampden-Sydney students are accepted each semester. Student applicants must be seniors, juniors, or second semester sophomores at the time of their participation in the Program. *Applicants must possess a cumulative grade average no lower than the line between B and C (2.5 on a 4-point scale) to be considered for admission.* Nominations are made in early October and April for succeeding semesters. Applicants need not be majoring in political science but must have had the equivalent of American Government or a beginning course in political science. Application instructions are announced twice a year.

Successful nominees pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Although the fees are paid to Hampden-Sydney, the costs are those charged by American University. An estimated breakdown of costs for the Washington Semester is listed below (1991-92 estimate):

1. Tuition*	.....	\$6,753.00
2. Room Rental Fee (per student)		
Single Room with bath	.....	2,719.00
Single Room	.....	2,326.00
Double Room	.....	1,886.00
Triple Room	.....	1,376.00
3. Sports/Pool Center Fee	.....	50.00
4. Student Activity Fee	.....	55.00
5. Residence Hall Association Fee	....	6.00
6. Meal Plans		
10 Meals (any 10 Meals)	.....	1,060.00
14 Meals a week	.....	1,100.00

*Flat fee tuition required for 12-17 credits.

A ten-meal plan allows a student to choose any ten meals offered from Monday through Friday of each week. The cost for this option is approximately \$1,260.00 for the semester. It

is also possible for students to purchase individual meals at a reasonable rate.

Other expenses to be considered are:

- transportation to and from Washington;
- transportation (bus and the Metro Subway to seminars and internships) \$10.00 - \$15.00 per week;
- transportation for trips during vacation periods;
- books (approximately \$100.00-\$120.00);
- social and cultural activities.

The World Capitals Programs offer semester academic programs in such cities as Beijing, Brussels, Buenos Aires, London, and Vienna.

Interested students should contact the chairman of the Political Science department for further information.

APPALACHIAN SEMESTER PROGRAM

The Appalachian Semester Program is conducted at Union College, Barbourville, Kentucky. It is a unique interdisciplinary academic program in which junior and senior students from colleges and universities throughout the United States devote their full time to studying the Appalachian region—its strengths, problems, and challenges. The program includes nine hours of credit for upper-level courses and six hours for field work in a variety of disciplines. Field work may be either experiential learning of a regional nature in a local service agency or other institutional setting, or it may be directed study in the region at large. The program is designed to combine interdisciplinary classroom experiences and on-the-scene community experiences into a "living-learning" situation where total involvement of students and faculty may take place. Opportunities are provided to discuss with local and regional leaders assets and problems of the region, and field trips are coordinated with seminar discussions in order to involve participants on the spot with current regional issues. Applications should be made to Dr. Ortner.

DUAL DEGREE PROGRAM

Hampden-Sydney College and Georgia Institute of Technology have established a plan whereby an undergraduate student will attend Hampden-Sydney College for approximately three academic years and the Georgia Institute

of Technology for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student will be awarded a bachelor's degree from Hampden-Sydney College and one of the several designated bachelor's degrees awarded by the Georgia Institute of Technology.

Dual Degree candidates from Hampden-Sydney College are eligible to seek any of the following degrees from Georgia Institute of Technology:

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Economic Systems
- Bachelor of Engineering Science
- Bachelor of Industrial Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Nuclear Engineering
- Bachelor of Science in Textile Chemistry
- Bachelor of Science in Textiles
- Bachelor of Textile Engineering

Interested students should consult the Hampden-Sydney Dual Degree Program director, Dr. Beard, for information concerning specific course requirements.

APPLIED CHEMISTRY COOPERATIVE PROGRAM

Hampden-Sydney College and Virginia Polytechnic Institute and State University have established a cooperative program for students seeking careers in chemical engineering and/or applied chemistry, in which the student spends his first three years majoring in chemistry at Hampden-Sydney followed by his senior year in the Department of Chemical Engineering at VPI & SU. Upon satisfactory completion of the program, the student is awarded the B.S. in chemistry from Hampden-Sydney. A student completing the program is eligible to begin study for the M.S. in chemical engineering at VPI & SU, upon approval by that institution, in a program requiring two summers and one academic year.

Students interested in this cooperative engineering program should contact the program advisor, Dr. Porterfield.

EXCHANGE

Hampden-Sydney College participates with Hollins College, Randolph-Macon College, Randolph-Macon Woman's College, Sweet Briar College, Mary Baldwin College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This program is designed primarily for juniors to study for a semester or academic year at one of the other schools.

Purposes of the program are to broaden the educational opportunities of students and to provide a different campus environment.

Eligibility of the student to participate is determined by the home institution. Students who are interested should apply to the Director of Student Records.

LONGWOOD COLLEGE COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood College under which full-time students at either institution may enroll in certain courses at the other institution without added expense. A list of approved Longwood courses is maintained by the Director of Student Records. Application for a Longwood course is made through the Director of Student Records at Hampden-Sydney, preferably, during the ADD period at the beginning of each semester. Students are registered on a space-available basis.

ROTC

Hampden-Sydney men may enroll in the ROTC program conducted at Longwood College as part of the Longwood College Cooperative Program. Application for Military Science courses is made through the Director of Student Records at Hampden-Sydney, just as for any other course at Longwood. Such courses are recorded on the student's transcript. *However, Military Science courses do not count as hours toward graduation, nor are grades earned in them computed in the student's grade point average.*

The ROTC courses offered at Longwood are:

- Military Science 101. INTRODUCTION TO THE MILITARY. A general introductory course which will broaden student knowledge of military structure and operation, customs

and courtesies, rank structure, weaponry, threat structure and maneuvers. No prerequisites.

- Military Science 201. LEADERSHIP I. An introduction to the basic concepts and skills required to become an effective leader of small groups. The case study approach is emphasized in analyzing leadership in military, business and other situations. No prerequisites.

- Military Science 202. LEADERSHIP II. An introduction to the concepts and skills required to effectively lead large groups and organizations. Emphasizes the case study approach of analyzing leadership in military, business and other environments. No prerequisites.

Application for acceptance into the Advanced Course requires the nomination of the President of Hampden-Sydney College and acceptance into the Course by the Officer in Charge.

Freshmen may compete for three-year Army ROTC Scholarships which include 80% of tuition costs and student fees, \$408 for texts and educational supplies, and \$100 per month (not to exceed \$1,000) for each year of the scholarship. Army ROTC scholarships are not related to family income and are awarded strictly on merit. Upon winning a scholarship the student must become a part of the ROTC program. For more information contact the Department of Military Science at Longwood College, Farmville, VA 23901 (804) 395-2134.

FOREIGN STUDY

Although Hampden-Sydney does not conduct its own academic year study-abroad programs, Hampden-Sydney students are eligible to participate and earn academic credits in approved foreign study programs sponsored by other colleges or educational organizations. These programs offer a variety of opportunities for study abroad in Europe, Central and South America, and the Far East.

The programs approved usually require the student's participation in a group sponsored and supervised by an accredited American institution or a recognized administrative agency. The program must clearly form a legitimate part of the student's curriculum. Ordinarily, students must have earned at least 45 and not more than 90 semester hours at

Hampden-Sydney to be eligible for foreign study credit. Recommendation for credit must be obtained in advance of the work abroad. A student must:

1. Inform the chairman of the faculty International Studies Committee and receive approval of his plan of study.
2. Obtain a Foreign Study Permission form from the chairman of the Committee.
3. Obtain signatures on the Permission form from the following:
 - a. The chairmen of the appropriate Hampden-Sydney academic departments for each proposed course.
 - b. The student's Faculty Advisor.
 - c. The chairman of the student's major department.
4. Present the completed form to the Director of Student Records by November 1st/April 15th of the semester preceding his departure.

The Director of Student Records shall forward a copy of the completed permission form to the student's advisor and provide information to the Director of Student Aid and the Business Office. Hampden-Sydney students who are eligible for financial aid will be eligible to receive an amount based on the costs of the study abroad program. Specific information is available in the Office of Student Aid and Records.

Any student who studies abroad is responsible for providing to the Director of Student Records of Hampden-Sydney College transcripts of his work promptly on completion of his foreign study.

Further information about foreign study opportunities and the regulations for specific programs can be obtained from the Study Abroad Advisor in Atkinson Hall.

AREA CONCENTRATION IN INTERNATIONAL STUDIES

Students with a particular interest in international studies may elect to follow, in addition to the regular academic major, a coherent pattern of internationally-oriented courses and related requirements leading to a special Certificate in International Studies. Requirements include (1) a minimum of ten courses from a broad list drawn from the humanities and the social and natural sciences, selected from a minimum of four departments, with no more

than three of the ten from any single department; (2) a "capstone" course consisting of an independent study project and a one-credit-hour interdisciplinary seminar for all students involved in capstone projects, wherein participants will give frequent reports on their research; and (3) a summer, semester, or year of foreign study. Students should normally declare their intention to undertake this program by formal application at the end of the sophomore year. Interested students should consult the chairman of the International Studies Committee of the faculty.

THE HONORS PROGRAM

The Honors Program is designed specifically for the man who has given evidence of a particularly high degree of intellectual curiosity, independence of thought, excitement about learning, and an appreciation of knowledge—for the sort of man who sparks the enthusiasm of his fellow students and elicits the best in his teachers. Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and classmates. The size of Hampden-Sydney and its excellent faculty make it uniquely suited to provide a learning environment for this type of student.

The program provides the following components (each an independent entity that can be elected by the students): (1) *Introductory Honors* for freshmen, consisting of one course per semester for two semesters. Four-fifths of the student's academic work is taken in the broader curriculum of the College during this period. (2) *Honors Independent Study* for juniors and seniors, comprising a series of courses, independent studies, or tutorials organized around a specific theme (generally cross-disciplinary) and culminating in an independent project. (3) *Honors Majors* are available in all departments for upperclassmen. These consist of special courses and appropriate directed reading or independent study. Each student participating is designated a Fellow of the College, sharing fully in the ongoing creativity of the Faculty and his fellow Honors students. Ordinarily, to be eligible for participation, a student must present an overall academic average of at least 3.0 with a 3.3 average in his departmental major courses. Students interested in applying should consult

their department chairman.

Supervision of the Honors Program is the responsibility of the Honors Council, composed of an advising-teaching team of faculty and administrative officers of the College. Participation in Honors work is limited to demonstrably superior students who either apply for membership in the program or are nominated by guidance counselors or professors. Interested students should consult the Director of the Honors Council, Dr. Pelland. Entrance into any phase of the program is subject to the approval of the Honors Council.

SENIOR FELLOWSHIPS

In the spring of their junior year a group of men are selected to be Senior Fellows for the following year. These men must demonstrate the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of their personal project. That normally includes the waiving of conventional curriculum requirements. Each Senior Fellow will work closely with an advisor in executing his program of study. Usually the Fellow is required to submit a year-end report of his efforts. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

Selection of the Fellows is made by the President on the recommendation of the Honors Council. The Council will provide general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application or on nomination by any member of the faculty. Each candidate must file his application with the Director of the Honors Council during the first few weeks of the second semester. He shall include in his application the name of the faculty member who has consented to be his principal advisor

and a detailed description of his project, what he proposes to do, why he wants to do it, and how to achieve his purposes. Senior Fellows pay full tuition.

THE RHETORIC PROGRAM

The Rhetoric Program was established by the faculty in 1978. The purpose of the program is to assure that all graduates of the College are able to write clearly, cogently, and grammatically. In order to be graduated from Hampden-Sydney College, a student must satisfy all aspects of the Rhetoric proficiency requirement. For students who need intensive training in basic writing and reading skills, the program is a three-course sequence, Rhetoric 100, 101, and 102; for other students, the program consists of a two-course sequence, Rhetoric 101 and 102.

Rhetoric 100 emphasizes basic sentence grammar, the elements of composition, and vocabulary and reading skills. If a student performs exceptionally well in Rhetoric 100, he may be exempted from Rhetoric 101 with the consent of the director of the Program.

Rhetoric 101 teaches the mechanics of effective writing—from basic sentence patterns through paragraph development to the preparation of an effective paper. Entering students who write particularly well may be exempted from Rhetoric 101.

Only students who have scored four or five on the advanced placement examination of the College Board (see p. 48) or transfer students who have earned six hours of credit in writing courses in another college and who pass the rhetoric proficiency examination upon entering Hampden-Sydney College will be exempted from Rhetoric 102. All other students must take Rhetoric 102.

Rhetoric 102 focuses on the study and composition of the essay, with special attention to stylistic clarity and research techniques.

Each student must write the proficiency examination in Rhetoric at the end of his sophomore year. The examination is a three-hour timed essay; the completed essays are evaluated by readers drawn from the faculty at large.

If a student proves unable to pass the timed essay examination after three attempts, or if he earns his 89th academic credit hour before passing the essay examination, he will be

enrolled during his next semester in a three-hour, non-credit course, Rhetoric 200: Proficiency Tutorial. In Rhetoric 200 a student will write three essays (8-10 pages each) under the tutelage of an instructor in the Rhetoric Program. A panel of readers drawn from the faculty at large will evaluate the finished essays. If the essays are judged proficient, the student will have satisfied the College's requirement of proficiency in writing. If the essays are judged inadequate, the student must enroll in the course again.

Any student unable to demonstrate proficiency in writing either by passing the timed essay examination or by successfully completing the requirements of Rhetoric 200 will not be graduated from the College.

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

It is solely the responsibility of the candidate to make sure he meets all of the stated requirements for his degree.

Every student who completes the following requirements in ten or fewer semesters will receive a Bachelor of Arts or, for a student majoring in the natural sciences who requests it, a Bachelor of Science degree.

PROFICIENCY REQUIREMENTS

Required for graduation is proficiency in Rhetoric and in a foreign language at the 200 level: (*i.e.*, passing Rhetoric 101 and 102, unless exempted; passing the Rhetoric proficiency examination or Rhetoric 200; and passing two semester courses in a foreign language at the 200 level, or one 3-hour course at the 300 level).

DISTRIBUTION REQUIREMENTS

Distribution credits can satisfy requirements of a departmental major, and requirements for a major can satisfy distribution requirements. Foreign language literature courses can satisfy the Humanities distribution requirement in literature as well as the language requirement. Otherwise, courses taken to satisfy proficiency requirements may not be used to satisfy distribution requirements. A list of the distribution requirements follows.

- A. Natural Sciences and Mathematics (Four Courses)
 1. Natural Sciences: two courses, chosen from two departments, including at least one (with co-requisite laboratory) from among Biology 101, Chemistry 101, Physics 111, Physics 105.
 2. Mathematics: one course from among Mathematics 111, 121, 141, 142, 222, 231, 242, 243.
 3. One additional course outside the department of the major.
- B. Social Sciences (Three Courses)
 1. History and Political Science: one course from among History 101, 102, 111, 112; Political Science 101, 200.
(If used to satisfy the History and Culture requirement, History 101 or 102

may not be used to satisfy the Social Sciences requirement.)

2. Economics, Psychology, Sociology: one course from among Economics 101, Psychology 101, Sociology 201.
3. One additional course outside the department of the major.

C. Humanities (Seven Courses)

1. History and Culture: Humanities 101-102 or History 101-102 (two course sequence required).
(History 101 or 102 may not be used to satisfy the History and Culture requirement if one of them is used to satisfy the Social Sciences requirement.)
2. Philosophical and Religious Thought: one course from among Philosophy 201, 202, 301, 302, 304; Religion 201, 202, 205.
3. Literature: one course from among Classical Studies 203, 204; English literature courses; Classical and Modern Language literature courses at the 300 level and above.
4. Fine Arts: one course from among Fine Arts 103, 105, 201, 202, 207, 302.
5. Two additional courses outside the department of the major.

CREDIT HOURS REQUIREMENT

Required for graduation is the successful completion of enough course work to total 120 semester hours of credit. A semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for the laboratory which meets two and one-half hours per week for the semester.

MAJOR REQUIREMENT

Required for graduation is the successful completion of a major in one of Hampden-Sydney's academic departments. Requirements for completion of a major are listed in this catalogue above each department's course descriptions.

The purpose of the major is to afford students the opportunity to study a particular subject in depth. This concentration is intended to complement the broad education provided by proficiency courses, distribution requirements, and electives.

Students must ordinarily notify the Director

of Records of their choice of major before the end of their fourth semester.

If a student's interests change, it is possible to change his major while he is an upper-classman.

MAJORS

A student may elect to major in any one of the following disciplines or groups of disciplines:

Biochemistry	Latin
Biology	Management Economics
Biophysics	Mathematics
Chemistry	Mathematics and Computer Science
Chemical Physics	Mathematics and Natural Science
Classical Studies	Philosophy
Economics	Physics
Economics with Mathematics	Political Science
English	Psychology
French	Religion
German	Religion and Philosophy
Greek	Spanish
Greek and Latin	
History	
Humanities	

The requirements for each of these majors may be found in the section on Course Offerings.

RESIDENCE REQUIREMENT

Required for graduation is a minimum residence of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

QUALITY REQUIREMENT

Required for graduation is a grade point average of 2.0 or better, on work taken at Hampden-Sydney or in cooperative programs. The grade point average is calculated by dividing the total quality units earned in Hampden-Sydney and cooperative programs by the total hours attempted therein. (See the explanation of quality points.)

PART-TIME ENROLLMENT

With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than twelve hours of academic credit in a semester. Part-time students are not normally permitted to live in dormitories. A student who begins a semester as a full-time degree candidate enrolled in twelve or more hours of classes and who subsequently reduces his enrollment to fewer than twelve hours is not entitled to part-time status or fees, or to special-student status or fees.

Further information about part-time status, including fees, may be obtained from the Office of the Dean of the Faculty.

SPECIAL STUDENTS

With the permission of the Dean of the Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may enroll for no more than seven hours of credit. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admission procedure.

Further information about special student status may be obtained from the Office of the Dean of the Faculty.

INTERNATIONAL BACCALAUREATE

A student who achieves a score of six or seven on an International Baccalaureate Examination will receive three to six hours of academic credit and/or exemption from the corresponding proficiency and distribution requirements. Granting of credit or placement for a score of five will be at the discretion of the department. A student who chooses to take a course for which he has been granted international baccalaureate credit will not receive additional credit.

FEES (1991-92)

Fees are \$381 per credit hour for the first eleven hours. Students carrying at least 12 hours each semester are considered full-time.

Fees:

Hours	Fee	Hours	Fee
1	\$381	7	\$2,667
2	\$762	8	\$3,048
3	\$1,143	9	\$3,429
4	\$1,524	10	\$3,810
5	\$1,905	11	\$4,191
6	\$2,286		

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or another accredited institution may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth year program must also be approved for overall coherence and quality by the Dean of the Faculty and the chairman of the major department.

THE ADVISING SYSTEM

When a student enters Hampden-Sydney, he is assigned to an advisor. Students are required to consult the advisor before registering for classes each semester, and they are urged to seek consultation whenever an academic or personal problem warrants counsel.

Advisors are paired with incoming freshmen several months before their arrival at college. New students thus have available to them the advisor's assistance in matters such as electing freshman courses.

The advisor supervises the student's fulfillment of core and proficiency requirements, provides help in understanding academic policies and grades, recommends and approves course selections appropriate to the student's background and educational interests, and, in general, oversees his academic program.

All entering students are required to take an advising seminar run by their advisors. The purpose of the seminar is to introduce the student to life at a liberal arts college and to the free discussion of ideas. Entering students and their advisors meet weekly in the seminar, at other times as the student's academic or personal situation may demand, and occasionally for social events. In other semesters the advisor and student continue to meet, though not in a regularly scheduled seminar.

In the spring of the sophomore year, each student ordinarily must declare his major subject and is assigned to this major department for subsequent advising. Later in the spring semester each sophomore is asked to consult with his new advisor and plan a coherent program for the junior and senior years. The advisor may give guidance to the student in the choice of graduate study or vocational opportunities.

THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a trustworthy and honest manner; it assumes further that every student is concerned with the strict observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The Honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Honor Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable dismissal or suspension. The Honor System pledge, which students write on their tests and other college work, is "On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."

Infractions of the Honor Code are cheating, plagiarism, lying, stealing, forgery, intentionally passing a bad check, knowingly furnishing false information to the College, failing to report Honor Code violations, altering or using College or other documents or instruments of identification with intent to defraud, taking a book or other library materials out of the library without checking it, or them, out at the desk, and unauthorized access to or use of College computer files, including attempts to gain unauthorized use or access. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

Students convicted of an infraction of the Honor Code that involves a course will receive the grade of F in that course.

The aim of the Honor System is to instill and emphasize the highest standards of character and conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places year-round.

Further details about the Honor System and the Code are published in *The Key*, a handbook supplied to all Hampden-Sydney students.

ACADEMIC REGULATIONS

Academic rules, regulations, practices and procedures are fundamental to the total educational program at Hampden-Sydney College. Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

Grades		Quality Points per semester hour
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Fair	2
C-		1.7
D+		1.3
D	Poor	1
F	Failure	0
W	Withdrew or Withdrawn	0
WF	Withdrew Failing or Withdrawn Failing	0
I	Incomplete	0

GOOD ACADEMIC STANDING

A student who at the end of any semester has an accumulated grade point average below 2.00 or who has fewer accumulated hours than listed below is not in good academic standing.

Semester	1	2	3	4	5	6	7
Hours	12	26	41	57	73	89	105

STANDARDS GOVERNING ACADEMIC PROBATION AND SUSPENSION

1. A student who falls below the following standards will be placed on academic probation:

Effective Semester in College	1	2	3	4	5	6 or more
Accumulated Grade-Point Average	1.2	1.5	1.7	1.85	1.95	2.00

2. A student who is subject to continuing probation at the end of any probationary semester will be suspended from enrollment, unless he shows, in the judgment of the Executive Committee of the Faculty, marked improvement in his academic performance or evidence of a good faith effort at improvement.

3. A student on academic probation who falls below the following standards will be suspended from enrollment:

Effective Semester in College	1	2	3	4	5	6	7	8	9 or more
Grade- Point Average	-	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9

4. A student who receives a grade of F in more than 50% of the hours he has attempted in any one semester will be suspended from enrollment.

5. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation. A student who returns after an academic suspension will ordinarily be held accountable to the standards pertaining to probation and discretionary suspension (as described in regulations 1 and 2 above) applicable to the semester at the end of which he was suspended, thus dropping back one semester relative to the requirements specified in those standards. This status

will not be changed by transfer credit of up to ten hours earned between suspension and readmission. However, the standards pertaining to mandatory suspension (as described under regulation 3 above) will remain as stated.

6. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours transferred from other institutions and hours attempted at Hampden-Sydney.

ACADEMIC COUNSELING

A student on academic probation is required to enter the Study Skills Program as a condition of continuing enrollment in the College.

READMISSION STATEMENT

If a student is dismissed from the College or if he withdraws voluntarily, he must make formal application for readmission. He should contact the Admissions Office for the proper forms and for information regarding readmission. The student's application will be considered by the Faculty Admissions Committee, which will review his academic record and citizenship at Hampden-Sydney (and in some cases his secondary school record) as well as his activities during the period of his separation from the College. Each decision is made on an individual basis, and it is up to the applicant for readmission to demonstrate convincingly that he should be readmitted. The Admissions Committee is in no way obligated to readmit any student, no matter what the circumstances of his withdrawal or the terms of his suspension.

GRADE REPORTING

At the end of every semester a grade report is sent to each student.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the incomplete is given. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

Students who receive a grade of Incomplete for the spring semester, who, as a result, are

potentially subject to suspension and who wish to enroll in Short Term have until the fifth day of Short Term to complete their work for which they have received the grade of I (Incomplete). If such work has not been completed by the fifth day, they shall be withdrawn from any Short Term courses in which they are enrolled and any tuition paid will be refunded.

AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course but will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course before the end of the drop period.

REPEATING COURSES

A student may repeat once any previously passed or failed course. The student, however, will receive credit for the course only once. The grade from the first time the course was taken will remain on the student's permanent record. Hours attempted and quality points earned will be counted for both times the course was taken and will be included in computation of the student's cumulative grade point average.

DEFICIENCY REPORTS

If at mid-semester a professor thinks a student is doing unsatisfactory work, he sends him a deficiency report. The report includes a statement of the student's grade at mid-term, as well as reasons why his work is poor. Copies of the report are sent to the student's parents, his advisor, and the Dean of the Faculty. A student who receives a deficiency report is expected to consult his advisor and the professor who issued the report, and to take action to improve his academic performance.

DEAN'S LIST

The Dean's List is compiled at the end of each semester. It lists those students who have earned at least a 3.3 grade point average that semester, for at least 15 credit hours of work.

GRADUATION WITH HONORS

Graduation with honors shall be according to the following requirements: *summa cum laude*—a grade point ratio of 3.7; *magna cum laude*—a grade point ratio of 3.5; *cum laude*—a grade point ratio of 3.3.

For honors in a particular department, see the Academic Program section of this catalogue.

TRANSFER CREDIT

A student transferring college credit from another institution must have earned a grade of C or better for each course accepted for credit. No quality points are given.

Credits are allowed only for courses which are equivalent to those available at Hampden-Sydney and which are not being presented toward a degree at any other institution. No credit will be given for correspondence courses.

Credits earned at another institution may be used to satisfy core, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted by the appropriate Hampden-Sydney department chairman.

SUMMER SCHOOL CREDIT

Subject to departmental approval, Hampden-Sydney accepts hours earned for courses taken in summer school at a four-year accredited institution, if the grade earned is C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade point average is unaffected.

FRESHMAN REGISTRATION

Each new student will register for first semester courses during the summer before he enrolls. He will consult with his advisor and send a list of requested courses to the Director of Student Records.

ADDING AND DROPPING COURSES

1. Courses may not be added after the first week of classes in any semester.
2. Courses may be dropped without penalty only during the first four weeks of classes in any semester. With the consultation of the advisor and instructor, freshmen may drop courses without penalty during the first seven

weeks of the semester. Courses dropped during the first week of classes will not appear on the student's permanent record. Students may drop courses without charge during the first five days of each semester. A \$5.00 fee will be charged students for each course dropped after the fifth day of each semester.

3. A student hopelessly deficient in one subject may, with the permission of the instructor, advisor, and Director of Student Records, drop that course after the deadline for withdrawing. The grade for the semester will be recorded as WF.

4. Specific deadlines for withdrawing from courses are given in the Academic Calendar.

COURSE LOAD REGULATIONS

Every student needs to carry a course load of 15-16 hours each semester in order to make satisfactory progress toward the 120 hours required for graduation. With the permission of his advisor, a freshman may take 12 hours in his first semester.

Every student must carry a minimum course load of 12 hours each semester. To take fewer than 12 hours the student must receive the permission of his advisor and the Dean of the Faculty. No student may take more than 19 hours in any semester without special permission of the Executive Committee of the Faculty.

Note: These course regulations may be modified by action of the Executive Committee of the Faculty.

CLASS ATTENDANCE

Since a college education is given direction by work in the classroom, class attendance is essential. Professors inform their classes at the beginning of each semester what attendance is expected in each course. Students who find it necessary to miss classes for a number of days should inform the Dean of Students. No medical excuses are provided by the Student Health Service or the Dean of Students. This is a matter between the professor and the student. Professors may call the Health Service to confirm the student's visit to the infirmary.

EXAMINATIONS

Final examinations are held at the end of each

semester. Final examinations may be given only during the regularly scheduled examination period unless one of the following exceptions applies:

- If a student has two courses scheduled for final examinations at the same time, he should re-schedule one examination in consultation with the professors.
- If a student has three or more final examinations scheduled in a two-day period, he has the right to re-schedule one of the afternoon examinations to one of the study days or to another day which is mutually acceptable to both professor and student.
- When more than one section of a course is taught by the same professor, students may take the examination with any section the professor approves. Approval, however, must be obtained before the beginning of the examination period.
- A professor may move an examination to an earlier period in the examination schedule if all the students in the course agree. No final examination may be given before the first day of the examination period (with the exception of Rhetoric courses).
- A student who desires to take a final examination outside the regularly scheduled period for some reason other than those specified above must obtain the permission of the Dean of the Faculty. If the Dean of the Faculty grants permission, the student must pay a \$5.00 fee to the Business Office.

Students who have two final examinations scheduled for the same day will take both examinations on that day.

RE-EXAMINATIONS

Seniors who are doing passing work in a course prior to examination week of their *final* semester but who fail the final examination may, upon the recommendation of the professor concerned and the approval of the Dean of the Faculty, be granted a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which in the case of a re-examination may be no higher than D.

WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the Col-

lege he must have the approval of the Dean of the Faculty and the Dean of Students. A student resigning on or after December 1 in the first semester or April 15 in the second semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

LEAVE OF ABSENCE

Students who have been at Hampden-Sydney for at least a semester can apply to the Office of Student Aid and Records for approval of a leave of absence. Students who are granted such leaves will be guaranteed readmission, provided that they confirm re-enrollment and pay a reservation deposit of \$500 by April 1st (for the fall term) or November 1st (for the spring term). Candidates for leave of absence may not be on academic probation, nor have any disciplinary or honor violations pending against them. Deadlines for applying for such leaves are December 1st during the fall term and April 15th during the spring term. The maximum leave will be one year. Students who do not comply with the conditions governing leave of absence will be obliged to pursue their return through the normal re-application process.

EXCLUSION FROM COLLEGE

The College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Hampden-Sydney is sensitive to the needs of its learning-disabled students. Before matriculating at Hampden-Sydney a student with learning disabilities or perceptual handicaps should make himself known to the Dean of the Faculty and supply the Dean with documentation of his particular disability. The Dean, together with the student's advisor and the Office of Counseling and Career Planning, will help the student design an academic program that will fit his aptitudes and skills as well as meet the College's requirements. The policies relating to learning disabilities can be obtained from the Dean of the Faculty.

ACADEMIC CALENDAR 1991-92

First Semester

August
29 Thursday—Freshmen and Transfers report

September
1 Sunday—All other students report
2 Monday—Classes begin
9 Monday—Last day of Add Period
30 Monday—Last day of Drop Period for Upperclassmen

October
9 Wednesday—Deficiency reports due in Records Office
14 Monday—No classes*
15 Tuesday—No classes*
18 Friday—Last day of Drop Period for Freshmen, Transfers
29 Tuesday—Rhetoric Proficiency Exam

November
8 Friday—Close of registration for spring courses
26 Tuesday—Thanksgiving break begins after classes

December
2 Monday—Classes resume
13 Friday—Last day of classes
14 Saturday—Study day**
15 Sunday—Study day**
16 Monday—First day of exams
20 Friday—Last day of exams

Second Semester

January
19 Sunday—All students report
20 Monday—Classes begin
27 Monday—Last day of Add Period

February
17 Monday—Last day of Drop Period for Upperclassmen
26 Wednesday—Deficiency reports due in Records Office

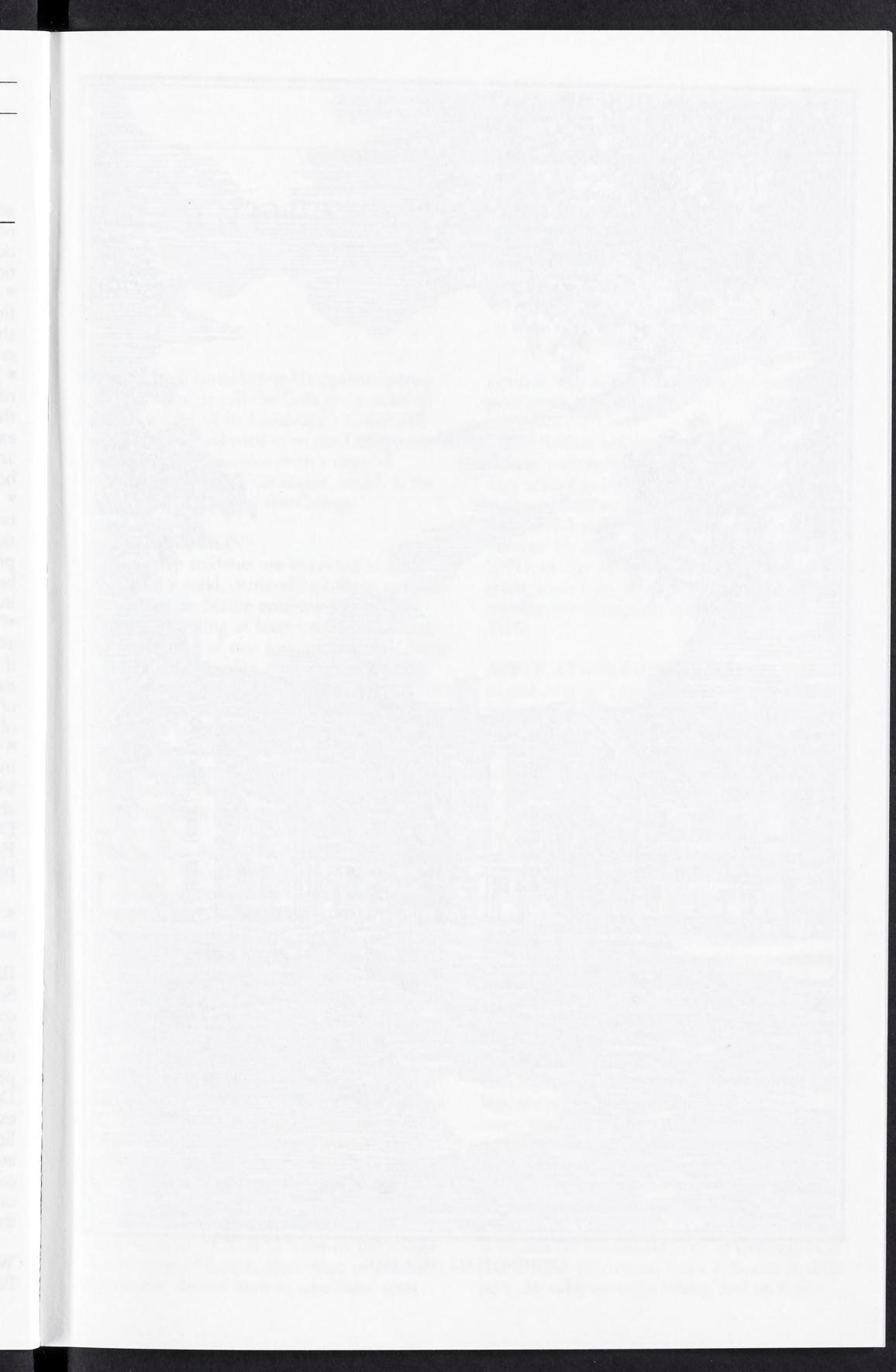
March
9 Monday—Last day of Drop Period for Freshmen, Transfers
20 Friday—Spring break begins after classes
30 Monday—Classes resume
31 Tuesday—Rhetoric Proficiency Exam

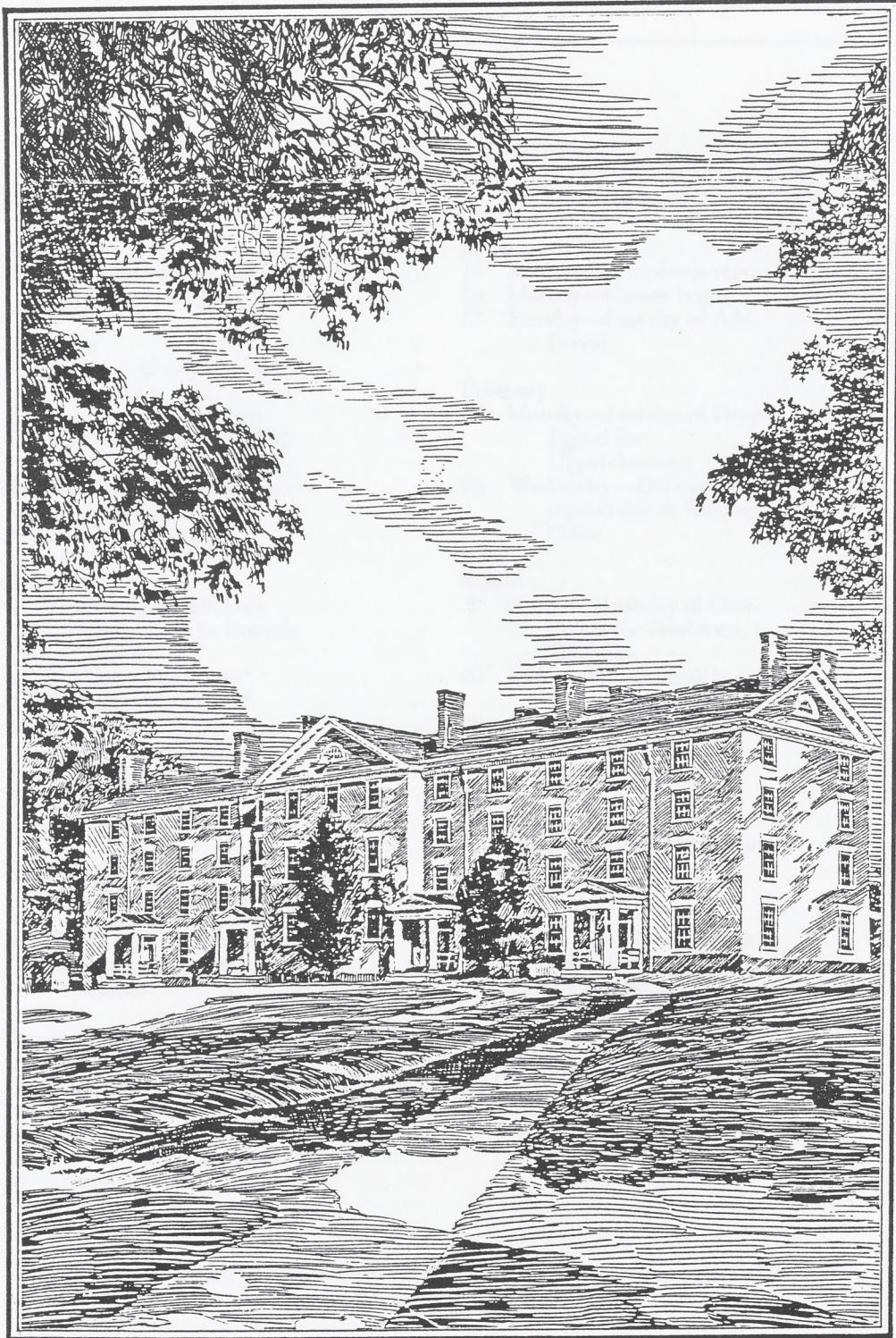
April
10 Friday—Close of registration for fall courses

May
1 Friday—Last day of classes
2 Saturday—Study day**
3 Sunday—Study day**
4 Monday—First day of exams
8 Friday—Last day of exams
10 Sunday—Graduation

* For students who wish to remain on campus October 14 through 15, residence halls will remain open and meals will be provided.

** Rhetoric 101-102 final exams will be scheduled on the first study day of each semester.





CUSHING HALL (1824, 1833)



Admission Requirements

Young men considering Hampden-Sydney should write or call the College in order to secure a copy of its *Candidate's Guide*. All applicants for admission to the College are automatically provided with a copy of Hampden-Sydney's *Catalogue*, which is the official publication of the College.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a lab), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of math are recommended. The records of successful applicants often include examples of impressive school and community extra-curricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the Scholastic Aptitude Test (SAT) given by the College Entrance Examination Board or the ACT given by the American College Testing Program. The College also strongly recommends the submission of scores from three Achievement Tests, two of which should be English and Mathematics. The following examination dates are suggested for all candidates:

Junior year: Preliminary Scholastic Aptitude Test (PSAT/NMSQT) in October; Scholastic Aptitude Test or ACT in March; Achievement Tests in May. Students may choose to take these tests for practice, for Early Admission, for Early Decision, or for Regular Admission.

Senior year: Scholastic Aptitude Test in November or ACT in October or December; Achievement Tests in December or January. Applicants do not have to take these tests

again if they are satisfied with the scores they previously attained.

For further information on these tests, candidates are encouraged to contact their secondary school guidance department or write to College Entrance Examination Board, Princeton, New Jersey 08541 (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program, Iowa City, Iowa 52243, (the ACT code number for Hampden-Sydney College is 4356).

APPLICATION CREDENTIALS

In order for an application to Hampden-Sydney College to be considered complete, it must contain an Application for Admission (together with a non-refundable \$30.00 application fee), a transcript of grades obtained in secondary school (and any previous colleges for transfer applicants), one teacher recommendation, and the results of the candidate's SAT or ACT and Achievement Tests.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office (800-755-0733). The Office is located on the second floor of Graham Hall and is open year-round from 8:30 a.m. to 5:00 p.m., Monday through Friday, and on Satur-

day from 9:00 a.m. until noon by appointment during the academic year. A guide, with complete instructions for visitors, is forwarded prior to all appointments if sufficient notice is given.

ACCEPTANCE PLANS

Hampden-Sydney has three acceptance plans: Early Admission—the student enters the College after three years of high school; Early Decision—the College mails each candidate his acceptance or deferral notification on December 15 of his senior year; and Regular Admission—the College notifies candidates between March 1 and April 15.

Early Admission Plan

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of secondary school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by July 1 of their junior year will receive an acceptance or deferral no later than July 31. Availability of space could be a determinant in the College's willingness to consider early admission candidates.

Candidates applying under the Early Admission Plan must have earned a high school diploma or present official evidence in writing that a diploma will be forthcoming upon the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early Admission candidates elect to take the college admissions tests, they must do so by May of their junior year. Although they must file their applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15. Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

Early Decision Plan

The Early Decision Plan is reserved for the freshman candidate whose *first choice* of college is Hampden-Sydney. Candidates for admission under this plan should file a com-

pleted application on or before November 15. In return for the benefit of having notification mailed on December 15 (two and one-half months before the regular decision announcement period begins), the Early Decision candidate agrees to enroll at Hampden-Sydney if he is accepted. Also, if accepted, he will be expected to notify Hampden-Sydney by January 2 of his intention to enroll. He must also agree not to apply elsewhere after confirming his enrollment. There are no rejections under the Early Decision Plan. The student is either accepted or deferred. (The deferred applicant then receives thorough, unbiased consideration under the regular plan. The deferred candidate is also free to apply to other colleges.)

The Early Decision candidate must send his completed application and fee to the College postmarked on or before November 15. His secondary school transcript, recommendations, and SAT or ACT scores must be received by December 10. (If the student is accepted, the College agrees not to require him to take further admission tests.) Financial aid applicants must complete the Financial Aid Form and submit it to the Office of Student Aid by November 15, preferably much earlier.

Regular Admission Plan

Candidates choosing the Regular Admission Plan should submit their applications to the College as early as possible in their senior year. Hampden-Sydney maintains an official application deadline of March 1. Applications received after that date will be considered only on a space-available basis. Students are notified of the Faculty Admissions Committee's decision between March 1 and April 15. Accepted applicants are expected to confirm their place in the incoming class by May 1.

TRANSFER STUDENTS

Transfer Students may not enter as seniors, since they must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter, however, in either the fall or the spring semester.

Besides the required secondary school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of

SUMMARY OF ADMISSION PLAN REQUIREMENTS

<i>Nature of plan:</i>	<i>Early Admission (after three years of secondary school)</i>	<i>Early Decision (Hampden-Sydney is first choice)</i>	<i>Regular Admission</i>
<i>Application and fee due:</i>	Postmarked on or before July 1 of junior year	Postmarked on or before November 15 of senior year	Postmarked on or before March 1 of senior year*
<i>Other credentials due:</i>	By July 15 of junior year	By December 10 of senior year	By March 15 of senior year
<i>SAT or ACT Tests Taken:</i>	Before May of junior year	In junior year	Before February of senior year
<i>Notification of decision sent to applicant:</i>	By July 31 of junior year	Mailed on December 15 of senior year	Between March 1 and April 15 of senior year
<i>Reservation deposit due:</i>	Within three weeks	January 2	May 1

*Freshman candidates considering applying after March 1 should contact the Admissions Office to determine the availability of space.

recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee will also consider the secondary school record and test scores. Personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1. Those interested in second semester admission should apply by December 1.

Hampden-Sydney normally offers junior-year standing to students holding an A.A. degree in liberal arts subject matter from an accredited community or junior college. A 3.0 (B) or higher grade point average is usually required for automatic junior year standing. Up to, but not exceeding, 60 credit hours may be given for course work similar to that offered by Hampden-Sydney for students applying under this category.

A student from another institution must have earned a grade of "C" or better in all

courses which he presents for transfer. Credit will normally be awarded only for those courses equivalent to courses offered at Hampden-Sydney College.

A transfer student must meet all of Hampden-Sydney's proficiency and distribution requirements, either as a result of his previous college work or after matriculation at Hampden-Sydney. A member of the Admissions Staff or the Director of Student Records will be happy to review a student's transcript and advise him concerning transfer credits and the College's requirements.

The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer, or if his previous college work fails to show promise of success at Hampden-Sydney.

Transfer students who expect to receive six-credit hours for composition courses taken elsewhere must take and pass the Rhetoric proficiency examination at the beginning of their first semester of residence.

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive six to eight hours of academic credit and exemption from corresponding proficiency and distribution requirements. Exemptions from requirements for the academic major will be determined by

the appropriate department (*see chart on this page*). Granting of credit or placement for a score of three will be at the discretion of the department. A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit.

ADVANCED PLACEMENT AND CREDIT BY DEPARTMENT

	<i>Hours</i>	<i>Places</i>	<i>Distribution or proficiency</i>
	<i>Credit</i>	<i>out of</i>	
<i>AP TEST</i>			
American History	6	History 111-112	Social Science
Art History	6	Fine Arts 201-202	Humanities
Biology	8	Biology 101-102	2 Natural Science units, with lab
Chemistry	8	Chemistry 110-150	2 Natural Science units, with lab
English Language & Literature	6	Rhetoric 101-102	Rhetoric
English Composition & Literature	6	No equivalent course	2 Humanities & Literature units
European History	6	History 101-102	Humanities or Social Science
French Language	6	French 201-202	Language
French Literature	6	French 301-302	Language & Literature
German Language	6	German 201-202	Language
German Literature	6	German 301-302	Language & Literature
Government*	6	Political Science 101-102	Social Science
Latin - Vergil	6	Latin 202	Language
Latin - Catullus & Horace	6	Latin 301	Language & Literature
Macroeconomics	3	Economics 103	Social Science
Mathematics AB	8	Mathematics 141-142	2 Natural Science Units
Mathematics BC	8	Mathematics 141-142	2 Natural Science Units
Microeconomics	3	Economics 101	Social Science
Music Literature	6	Fine Arts 103	Fine Arts
Music Theory	6	Fine Arts 211-212	Fine Arts
Physics B	8	Physics 111-112	2 Natural Science Units, with lab
Physics C	8	Physics 121-122	2 Natural Science units, with lab
Spanish Language	6	Spanish 201-202	Language
Spanish Literature	6	Spanish 301-302	Language and Literature

*Entering students must check with the political science department about foundation courses.

FOREIGN STUDENTS

Hampden-Sydney is committed to the recruitment of foreign students. Special application forms are available from the Admissions Office for:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by March 1. Those seeking admission for the spring semester should submit materials by December 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary school program offered in their country. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language). Test results should be sent to Hampden-Sydney. Information concerning this test may be obtained by writing to

TOEFL, Educational Testing Service, Princeton, N.J. 08540.

TRANSPORTATION TO THE CAMPUS

Students arriving by mass transit into three metropolitan centers near Hampden-Sydney (Lynchburg, Richmond, and Charlottesville) can make arrangements through the Admissions Office for personalized transportation to the College. A student must call the Admissions Office (800) 755-0733, at least one week in advance of his visit, to tell us where and when he will be arriving. The charge for each trip is \$35.00 (round trips would, therefore, be double). Payment to the driver takes place at the time of the trip.

MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the College Health Service before matriculation.

Any questions concerning admission to the College should be directed to the Office of Admissions, P.O. Box 667, Hampden-Sydney, VA 23943; (800) 755-0733 or (804) 223-6120. FAX (804) 223-6346.

NON-DISCRIMINATORY POLICY STATEMENT

Hampden-Sydney College, while exempted from Subpart C of the Title IX regulation with respect to its admissions and recruitment activities, does not discriminate on the basis of

race, color, sex, religion, age, national origin, handicap, or veteran status in the operation of its education programs and with respect to employment.

For information on this non-discrimination policy, contact Barbara Armentrout, Personnel Office, Box 127, Hampden-Sydney College, Hampden-Sydney, VA 23943, (804) 223-6000.

EXPENSES

FIXED EXPENSES

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 75% of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from alumni, friends, and foundations.

Expenses* and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.

	1991-92
Comprehensive Fee	\$11,316.00
Student Activities Fee	135.00
Room Rent:	
Cushing	1,370.00
Whitehouse, Hampden House Units, Hart, Blake E, Music, & Wauchope	1,553.00
Venable, B, C, D, E, & F Halls & Carpenter Houses	1,778.00
Board	2,427.00
Telecommunications Fee	
(single)	380.00
(double)	225.00

Special Fees:	
Course Overload, per credit hour (over 19)	\$381.00
Special Students, per credit hour (less than 12) ..	381.00
Damage Deposit	200.00
Duplicate Student I. D.	5.00
Late Enrollment	50.00
Graduation Fee	80.00
Late Payment Fee	25.00
Parking Permit/Registration Fee	100.00
Post Office Box Rental	5.00

**The College reserves the right to increase charges without prior notice.*

EXPLANATION OF FEES

The Comprehensive Fee covers tuition, materials required in laboratory courses, medical care at the Student Health Service, excess accident and hospitalization insurance for inter-collegiate sports participants, admission to athletic events held on the campus, student publications, and other activities. The fee does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

Students who by special permission of the Executive Committee of the faculty are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

Room rent in the residence halls covers cost of occupancy and utilities. Freshmen live in Cushing Hall, Whitehouse (North, South, East, and West houses), B Hall, C Hall, Venable Hall, the ground floor of Carpenter House X, six spaces on the first floor of Carpenter House X, and six spaces on the third floor of Carpenter House X. All other students live in the Hampden House Units, Whitehouse (North, South, and West Colonnades), D Hall, E Hall, F Hall, Hart House, Blake E, Music, Wauchope (Wilson), Venable, Carpenter House X, and Carpenter House Y.

All students except day students, those residing off campus, those residing in private homes on campus and married students living with their spouses, are required to board in the Commons. If a student has a serious medical problem relating to diet, he may request that the College waive the boarding requirement. He must submit a specific diet recommended by his physician to the Dean of Students, who will consult with the food service manager. If the food service cannot reasonably meet the dietary requirements, the Dean of Students may waive the board requirement if the student can meet his dietary needs in an otherwise satisfactory manner.

Each student is responsible to the College for the condition of his room and is expected to report any damage to College property to the Associate Dean of Students. He must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

In the senior year there is payable by January 1 a graduation fee of \$80.00, which covers cost of diploma and rental of cap and gown for the Commencement functions.

STUDENT ACTIVITY FEE

The student activity fee provides support to student activities and organizations. Funds are distributed to the Student Finance Board and College Activities Committee. This fee is charged 60% for the fall semester and 40% for the spring semester. Students enrolling in mid-term will be charged at 50%. This fee is non-refundable.

TELECOMMUNICATIONS FEE

The telecommunications fee provides state-of-the-art telephone, voice mail, cable television

services, and FM radio. In the future, data capabilities will be extended to all student rooms. This fee is charged 60% for the fall semester and 40% for the spring semester. Service for mid-term will be charged at 50%. This fee is non-refundable.

PAYMENT OF FEES

Sixty percent of all charges is payable by August 1; the balance (40%) is due January 1.

Students announcing in advance that they will need only one semester to complete their graduation requirements or those participating in the Approved Off-Campus Study Program will be billed at 50%. Any student who withdraws after the first semester for reasons other than those stated above will not be eligible to receive the 10% refund of tuition, room, board, and fees.

If an account is not paid by the due date, a late payment fee of \$25.00 is assessed. The College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Business Affairs and Treasurer have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issue of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Business Affairs and Treasurer. However, that involves interest charges on the balance outstanding.

Students who fail to matriculate on the day scheduled are charged a \$50.00 late enrollment fee. This fee may be excused by the Dean of Students if the reason for late matriculation was beyond the student's control. Students are encouraged to call the Dean of Students' Office if they will be unable to matriculate on the scheduled day.

Checks should be made payable to Hampden-Sydney College and mailed to the Business Office.

RETURN OF FEES

For voluntary withdrawals before matriculation, all tuition, room and board paid by or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial aid programs) will be refunded, less the \$300 advance deposit required of all newly accepted students, if

written notice is presented to the Vice President for Business Affairs and Treasurer by the matriculation date.

For voluntary withdrawals after matriculation, 80% of tuition and fees paid by or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial aid programs), less the \$300 advance deposit required of all newly accepted students, will be refunded to those who deliver written notification of their withdrawal to the Vice President for Business Affairs and Treasurer or the Dean of Students during the period between the date of matriculation up to and including the seventh calendar day after the first day of classes. During the period from the eighth calendar day after the first day of classes up to and including the twenty-eighth calendar day after the first day of classes, a refund of 40% of tuition and fees will be made. After that date no refunds of tuition and fees will be made except for medical reasons as noted below. The date of withdrawal shall be the date on which written notice is delivered to the appropriate College official.

A pro rata refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of the semester.

After matriculation there is no refund of room rent, activity fee, or telecommunications fee.

There is no refund of tuition, room, or board for students who are suspended or expelled for disciplinary or honor reasons.

For students whose withdrawal is certified as necessary by the College physician, a pro rata refund of tuition will be made until the middle of the semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and loan funds are made in two installments, 60% in August and 40% in January. Disbursements of federal and state grants and loans are made in equal amounts each semester.

OBLIGATIONS OF GRADUATING SENIORS

A graduating senior who has any outstanding financial obligation to the College (unpaid fees, disciplinary or library fine, bookstore bill, lost library book charge, etc.), or who has not

had his required Perkins Loan or Teaching Loan exit interview with the Director of Student Aid, will not receive his diploma at Commencement. He will be allowed to march in the Commencement exercises and will receive a facsimile of a diploma, but the diploma will be held in the Business Office until all obligations have been met. Final semester grades and transcripts will also be held until obligations have been met.

Seniors will be notified of this policy well in advance of Commencement. In addition, approximately two weeks before Commencement seniors with outstanding obligations will be sent a notice specifying any obligations to be met; preparation of the notice will be coordinated by the Business Office, in cooperation with other offices of the College.

It will be the responsibility of each senior to make sure that all obligations are met in a timely manner. The deadline for payment of financial obligations will be noon on the Friday preceding Commencement.

INSURANCE ON PERSONAL

POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents are urged to consider a floater on their insurance policy to cover such possessions.

HEALTH INSURANCE

All students are encouraged to have primary health insurance coverage. Students must check their present policy to insure that they are covered currently and that coverage will continue concurrently with their attendance at Hampden-Sydney College. Students are responsible for all medical expenses except for those services received at the Student Health Service which are provided without charge. Please note that no student may participate in any intercollegiate athletic program until valid and collectible primary health insurance is verified. Proof of adequate insurance coverage must be provided by all students prior to participation on any intercollegiate team. Hampden-Sydney College does carry a supplemental, standard accident insurance policy for its intercollegiate varsity athletes. However, that policy may not cover all expenses incurred from an athletic injury. Please call the health service or the Business Office for additional information concerning this coverage.

FINANCIAL AID

The purpose of Hampden-Sydney College's financial aid program is to provide assistance to those students whose families' resources are insufficient to meet College expenses and who would otherwise be unable to attend. Entering students who wish to be considered for financial aid must complete a Financial Aid Form (FAF). The FAF may be obtained in November from the high school guidance office or from Hampden-Sydney's Student Aid and Records Office. The FAF should be completed by the parents and student after January 1 and mailed before March 1 to the College Scholarship Service (CSS). Hampden-Sydney (CSS code number 5291) should be designated as a recipient for the FAF. Late applicants who are eligible for financial aid will be considered for student loans first and grant funds, if available, afterward.

Every student who applies for financial aid must apply for a grant from the Pell Grant Program. This is done simply by authorizing the CSS, when completing the FAF, to send the reported information to Pell Grants. Administered by the federal government, Pell Grants are designed primarily for students who have significant financial need.

Virginia residents attending college for the first time must also complete a separate application for an award from the Virginia Tuition Assistance Grant Program (TAGP). The grant—based on residence, not on need—is available to every *bona fide* resident of Virginia who attends an eligible private college or university in the state. An application is mailed from the College's Admissions Office to each accepted freshman applicant from Virginia who deposits the non-refundable confirmation fee on or before May 1. The TAGP application must be completed by the student and mailed to Hampden-Sydney's Office of Student Aid and Records before June 1. The TAGP award, although not based upon need, is a part of each eligible Virginian's financial aid.

Hampden-Sydney guarantees to meet 100 percent of the demonstrated financial need of students admitted under the Early Decision category.

In addition to the regular financial aid program, Hampden-Sydney offers several scho-

larships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement.

The Madison Scholarships are reserved for the most outstanding member of each entering class. Candidates selected for these awards will have demonstrated superior academic and leadership ability. Each recipient receives a scholarship equal to the total tuition, fees, room, and board for four years subject to annual progress reviews by the Honors Council.

The Allan Scholarships are awarded to young men of superior academic achievement and proven qualities of intellectual leadership. Recipients receive four-year stipends of at least \$5,000 per year.

The Venable Scholars are chosen on the basis of academic excellence and proven qualities of leadership. Recipients receive four-year stipends of at least \$3,500 per year.

Patrick Henry Scholars are chosen on the basis of proven qualities of leadership and academic excellence. They receive four-year stipends of at least \$2,500 per year.

Leadership Awards are chosen on the basis of proven qualities of leadership. Recipients receive four-year stipends of at least \$1,500 per year.

All financial aid awards are reviewed at the end of each semester. Financial assistance may be withdrawn if one's citizenship or academic work does not meet the standards of the College. Financial aid consumer information may be obtained from the Director of Student Aid.

Inquiries concerning financial aid should be addressed to Director of Student Aid (telephone 804-223-6274).

ENDOWED SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and the generosity of the contributions of alumni, parents, and friends to the general scholarship endowment. Each of the endowed scholarships listed below produces significant income which supplements the College's financial aid program and is, therefore, individually designated. Endowed scholarships established after July 1, 1979, will not be individually designated unless the capital contribution is \$25,000 or more.

THE ARA SERVICES SCHOLARSHIP was established in 1965 and later supplemented through gifts of ARA Food Services Company.

THE COLONEL AND MRS. GEORGE E. ADAMSON SCHOLARSHIP was established in 1946 by Colonel Adamson of Washington, D.C.

THE DANIEL POPE ALLEN SCHOLARSHIP was established in 1988 by Dr. Mary Virginia Allen in memory of her brother, Daniel Pope Allen '25. The scholarship is used to assist worthy students with preference given to those planning to enter the Christian ministry.

THE EDWARD W., WILLIAM D., MARY A., AND SUSAN R. ALLEN SCHOLARSHIP was established in 1990 by a gift from Mr. W. Dudley Allen, Jr.'43 of Wilsons, Virginia in memory of his family. Awards will be based on financial need with preference given to residents of Dinwiddie or Amelia Counties, Virginia.

THE WILLIAM T. AND VIRGINIA R. ALLEN SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. and Mrs. Allen. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the most outstanding member of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of 1300. The secondary school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the areas of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE FRANCES PRICE ANDREWS SCHOLARSHIP was established in 1986 by Lester E. Andrews '36 in memory of his wife; their sons and daughters-in-law, Lester E. Andrews, Jr. and Diane Moss Andrews; William D. Andrews and Katheryn Hargrove Andrews. Preference will be given to students from Southside Virginia, primarily those from Prince Edward and the adjoining counties of Appomattox, Amelia, Buckingham, Charlotte, Cumberland and Lunenburg.

THE GEORGE SLOAN ARNOLD SCHOLARSHIP was established in 1979 by George Sloan Arnold of Romney, West Virginia. The fund is in memory of Henry Bell Gilkeson and Robert William Gilkeson, the father and brother of Mr. Arnold's wife, Laura. Henry Bell Gilkeson was a member of the Hampden-Sydney Class of 1873, and Robert William Gilkeson was a member of the Class of 1907. The income from the fund shall be used to award scholarships to worthy students who demonstrate financial need and academic excellence. Preference is given to qualified students first from Hampshire County, West Virginia, and second from West Virginia.

THE PAUL TULANE AND ESTHER THOMAS ATKINSON SCHOLARSHIP was established in 1964 by the late Mr. Carlyle Gee '26 of Greensboro, North Carolina, as a memorial to Mr. Atkinson. Recent gifts by Mrs. Atkinson have fully endowed this scho-

larship. The Atkinsons have played large roles in the 20th century life of Hampden-Sydney. Mr. Atkinson '07 was Treasurer from 1919 to 1957; and Mrs. Atkinson is the founder and present curator of the museum which is named in her honor.

THE FRANK CLEVELAND AND LENA REEKES BEDINGER SCHOLARSHIP was established in 1977 by a gift from Frank C. Bedinger '05 of Boydton, Virginia, and supplemented by gifts from family members, Frank C. Bedinger, Jr. '37 and Dr. & Mrs. William C. Finch '29. The scholarship is awarded to pre-law students on the basis of superior academic achievement, outstanding leadership abilities, the promise of potential usefulness, and evidence of financial need. Where no financial need exists, the award will be \$750. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE RAYMOND B. AND DOROTHY ROUSE BOTTOM SCHOLARSHIP was established in 1981 by Mrs. Dorothy R. Bottom of Hampton, Virginia, in memory of herself and her husband. Preference is given to needy students from the Peninsula area of Virginia.

THE ERNEST JACKSON BRIGHTWELL SCHOLARSHIP was established in 1981 by a bequest from Mr. Brightwell '37. Preference is given to graduates of Highland Springs High School, Henrico County, Virginia.

THE LEWIS O. BROWN MEMORIAL SCHOLARSHIP was established in 1973 by Mr. Brown's widow, Mrs. Mary Patsel Brown of Roanoke, Virginia. Roanoke students are given preference.

THE JOSIAH BUNTING III AND DIANA CUNNINGHAM BUNTING SCHOLARSHIP was established in 1986 by gifts from trustees, alumni, parents and friends. The fund is to honor the Buntings and their accomplishments during his presidency of the College from 1977 to 1987. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scho-

larships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the most outstanding member of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of at least 1300. The secondary school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the areas of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE WILLIAM CARROLL CHEWNING, JR. MEMORIAL SCHOLARSHIP was established in 1975 by Mr. and Mrs. William Carroll Chewning '41, his family, and friends in memory of their son, a member of the Class of 1967.

THE CENTEL FOUNDATION SCHOLARSHIP was established in 1990 by the Centel Foundation of Chicago, Illinois, to recognize the contributions of Wilson B. Garnett, a native of Prince Edward County, to the Centel Corporation.

THE H. HAWES COLEMAN AND FRANCES FORD COLEMAN SCHOLARSHIP was established by Lt. Col. H. Hawes Coleman '25, in memory of his wife Frances Ford Coleman. Preference will be given to students from Virginia and Louisville, Kentucky.

THE C. BARRIE COOK SCHOLARSHIP was established in 1988 by Dr. C. Barrie Cook '45 of Fairfax, Virginia. Recipients will be selected based on their need of financial assistance, the promise of future service and usefulness to their community, and not necessarily on the basis of academic excellence. Preference will be given to those who are planning careers which will be beneficial to

others and to society in general.

THE DONALD L. CORK SCHOLARSHIP was established by gifts to the College from Mr. Donald L. Cork '13 of Charleston, West Virginia.

THE CRAIGIE INCORPORATED SCHOLARSHIP was established in 1985 by a gift of the Officers and Employees of Craigie Incorporated, Investment Bankers, Richmond, Virginia. The Scholarship is awarded to a deserving student at the discretion of the College.

THE DANIEL FOUNDATION SCHOLARSHIP was established by gifts from the Daniel Foundation of South Carolina to honor Leslie G. McCraw, President and Chief Executive Officer of Daniel International Corporation.

THE EDMUND BAKER DAVENPORT SCHOLARSHIP was established in 1972 by Mrs. Claude R. Davenport, Mr. and Mrs. Claude R. Davenport, Jr., Mr. and Mrs. George L. Fosque, and Mr. and Mrs. Charles C. Chewning. The awards are made in the form of loans which need not be repaid if the student maintains an average of 2.0 or better.

THE HARRY B. DAVIS SCHOLARSHIP was established in 1988 by Miss Lucile B. Brown in memory of Harry B. Davis '14. Awards will be based on financial need and preference will be given to students from the Tidewater area of Virginia.

THE JAMES W. AND PATRICIA H. DENNIS SCHOLARSHIP was established in 1990 by James W. and Patricia H. Dennis of Richmond, Virginia. Preference will be given to a rising junior or senior who is preparing for further study in dentistry or psychology. Recipients must demonstrate financial need and above average academic standards.

THE W. BIRCH DOUGLASS III SCHOLARSHIP was established in 1985 by a gift from Mr. W. Birch Douglass III '65 of Richmond, Virginia.

THE JESSIE BALL DUPONT MEMORIAL SCHOLARSHIP was established in 1978 by a gift from the Jessie Ball duPont Religious,

Charitable, and Educational Fund of Jacksonville, Florida.

THE ANDREW H. EASLEY AND ANNE O. EASLEY SCHOLARSHIP was established in 1986 by the Andrew Horsley Easley and Anne Owen Easley Charitable Trust of Lynchburg, Virginia. This scholarship is designated for students from the Lynchburg area.

THE H. H. AND R. C. EDMUNDS SCHOLARSHIP was established in 1989. Awards will be restricted to those students who have financial need and reside in Halifax County, Virginia. Character, leadership, a strong religious background, and a desire to achieve academically are attributes that the scholarship committee will consider in making an award. It is also the desire of the donor that the recipients of this scholarship understand that the donor would like them to give serious consideration to making a similar financial commitment to the College for scholarship support for future applicants from Halifax County. Should no one qualify for this scholarship in any given year, the award will be reapplied to the scholarship endowment thereby increasing the award for the next recipient.

THE FIRST VIRGINIA BANKS SCHOLARSHIP was established by gifts from First Virginia Banks, Inc. and their local affiliate, First Virginia Bank-Southside, in Farmville, Virginia. The award will be given to students from areas served by First Virginia.

THE S. DOUGLAS FLEET SCHOLARSHIP was established in 1983 by S. Douglas Fleet. The scholarship is awarded to students in financial need to provide the difference between an award made by the College and the student's full need.

THE JOHN BENJAMIN FLIPPEN SCHOLARSHIP was established in 1980 by a bequest of Sue Gray Cooper and her husband, Ransome Cooper, Jr., in memory of her father, John Benjamin Flippen 1871, of Cumberland, Virginia.

THE STOKELEY FULTON SCHOLARSHIP was established in 1985 in memory of John Stokeley Fulton '55, for three decades a coach at Hampden-Sydney College.

THE WILLIAM LUCKE GARLICK MEMORIAL SCHOLARSHIP was established in 1975 by Dr. R. Cecil Garlick, Jr. '23 of Charlottesville, Virginia, in honor of his late brother, who attended Hampden-Sydney in 1920-21. The fund is used to aid students to study in foreign countries.

THE THOMAS EDWARD GILMER SCHOLARSHIP was established in 1990 by Russell E '38 and Thelma T. Fox as a memorial to Dr. Thomas E. Gilmer '23. Dr. Gilmer was professor of physics at Hampden-Sydney from 1927 to 1971 and president of the College from 1960 to 1963. Preference will be given to students who elect to major in physics or alternatively, any field of science offered as a major.

THE HORACE A. GRAY FAMILY SCHOLARSHIP was established in 1978 by a bequest of Mrs. Pearl F. Gray of Richmond, Virginia.

THE RANDOLPH BRYAN GRINNAN SCHOLARSHIP was established in 1988 by Dr. and Mrs. Randolph Bryan Grinnan, Jr.; their sons, R. Bryan Grinnan, III '57, Dr. George L. B. Grinnan '57 all of Norfolk, and Dr. Richardson Grinnan of Richmond, Virginia. It was given in memory of their father and grandfather, the Reverend Dr. Randolph Bryan Grinnan 1879, one of the first Presbyterian missionaries to Japan. This fund will aid students who demonstrate financial need with preference given to children of the clergy.

THE CHARLES CALLAWAY GUTHRIE SCHOLARSHIP was established in 1968 by Mr. and Mrs. J. Dennett Guthrie in honor of Mr. Guthrie's father. The scholarship has been supplemented by gifts from Mr. Charles R. Guthrie '19, also a son of Charles Callaway Guthrie.

THE FRED H. HANBURY, JR. SCHOLARSHIP was established in 1988 by Mrs.

Athena B. Hanbury of Farmville, Virginia, in memory of her husband, Fred H. Hanbury, Jr. '34. Preference will be given to students from Prince Edward and the seven contiguous counties.

THE HARDIN SCHOLARSHIP was established by gifts from Mr. and Mrs. Eugene B. Hardin, Jr. of Raleigh, North Carolina. This fund will aid students from North Carolina and Virginia who demonstrate financial need.

THE H. HITER HARRIS SCHOLARSHIP FOR EXCELLENCE IN MATHEMATICS OR ECONOMICS was given in 1988 by H. Hiter Harris, Jr., Trustee, and H. Hiter Harris III '83. \$1,250 will be awarded annually to a rising sophomore, junior or senior who has demonstrated academic excellence in mathematics or economics, exhibited qualities of strong personal character and integrity and displayed outstanding leadership in campus activities including athletics. Although the scholarship is not limited to this group, preference will be given to a mathematics or economics major who is a member of the varsity football team or another varsity team. A grade point average of 3.0 must be maintained to extend the scholarship for the following year. Financial need is considered but is not a criterion in the awarding of this scholarship.

THE HARRISON INTERNATIONAL SCHOLARSHIP was established in 1988 by the Francena T. Harrison Foundation Trust in memory of Robert C. and Francena T. Harrison. This scholarship will offer aid to students for study in England in partial fulfillment of degree requirements.

THE ANNA CARRINGTON HARRISON LEADERSHIP SCHOLARSHIP was established as a memorial to his mother by Mr. Fred N. Harrison of Richmond, Virginia, long-time member of the College Board of Trustees, and continued by his family.

THE HOWARD WESLEY HITE MEMORIAL SCHOLARSHIP was established by a bequest from Mr. Hite, a native of Halifax County, Virginia. The scholarship will be awarded to those students who demonstrate financial need.

THE WARREN W. HOBBIE SCHOLARSHIPS were established in 1959 and later supplemented by gifts from Mr. Warren W. Hobbie of Roanoke, Virginia, a former member of the Board of Trustees.

THE WARREN W. HOBBIE SCHOLARSHIPS IN BUSINESS ETHICS were established by the Warren W. Hobbie Charitable Trust of Roanoke. Two-year merit scholarships are awarded to selected juniors planning to enter business or related service professions.

THE GLADYSE J. HOLLAND SCHOLARSHIP was established in 1990 in her honor by her sons Mr. Richard J. Holland, Dr. Clarence A. Holland '52, and Dr. William E. Holland. Awards will be made to students who demonstrate financial need.

THE EUGENE C. HURT, JR. AND ANNIE R. HURT SCHOLARSHIP was established in 1966 through a bequest under the will of Mr. E. C. Hurt of Chatham, Virginia. Preference is given to students from Halifax and Pittsylvania Counties.

THE THOMAS WYNDHAM JAMISON MEMORIAL SCHOLARSHIP was established in 1990 by Mr. George B. Cartledge, Jr. '63, Mr. George B. Cartledge, Sr., Mr. Charles I. Lunsford II '64, and Mr. Robert H. Bennett, Jr. of Roanoke, Virginia in memory of their classmate and friend, Mr. Thomas Wyndham Jamison '62. Awards will be based on financial need with preference given to residents of Roanoke, Virginia.

THE J. MONROE JOHNS SCHOLARSHIP was established in 1988 by J. Monroe Johns of Farmville, Virginia. The scholarship will be awarded to students who demonstrate evidence of financial need. Preference will be given to residents of Prince Edward and the seven contiguous counties.

THE WILLIAM ALLEN JOHNS, JR. MEMORIAL SCHOLARSHIP was established in 1979 by Dr. William A. Johns '30 and Logan P. Johns in memory of their son Allen '68. Preference is given to premedical students.

THE ALBERT SIDNEY AND VIRGINIA PARLETT JOHNSON MEMORIAL SCHOLARSHIP was established in 1966 by a gift from Mr. Robert D. Johnson '36. The award, in the form of a loan which must be repaid, is given to a deserving upperclassman.

THE JOHNSON & HIGGINS, INC. SCHOLARSHIP was established by Johnson & Higgins of Virginia, Inc. in Richmond.

THE EVA Y. JONES SCHOLARSHIP was established in 1958 by the Second Presbyterian Church of Roanoke, Virginia, to be awarded to a Presbyterian student studying for the ministry who is in need of financial assistance.

THE JOHN G. KIEFER SCHOLARSHIP was established in 1989 by the Kiefer families of Maryland. The scholarship will be awarded to students majoring in a non-scientific field with preference given to residents from the State of Maryland.

THE ROBERT WATKINS KING SCHOLARSHIP was established by gifts from Robert W. King, Jr., '52, in memory of his father, a member of the Class of 1918.

THE LAWSON-FORD SCHOLARSHIP was established by Lt. Col. H. Hawes Coleman, '25, in memory of his mother's family (Lawson), and of his wife's family (Ford). Preference will be given to students from Virginia and Louisville, Kentucky.

THE HAROLD G. LEGGETT SCHOLARSHIP was established in 1983 by Mrs. Hallie Leggett Townsend of Durham, North Carolina, in honor of her brother and supplemented by gifts from other family members.

THE HERBERT G. AND REVA T. LONAS SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. & Mrs. Lonas. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships

are reserved for the most outstanding member of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of at least 1300. The secondary school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the areas of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE JAMES J. MARSHALL, JR. SCHOLARSHIP was established by gifts from Mr. J. Marshall, Jr. '34 of New York City. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE SAMUEL McDOWELL MARTIN AND VIRGINIA K. MARTIN MEMORIAL SCHOLARSHIP was established in 1982 by a bequest from Mrs. Martin. Preference is given to students who intend to enter the medical profession or the ministry.

THE JAMES BUCKNER MASSEY SCHOLARSHIP was established as an annual scholarship in 1957 by Dr. Frank M. Ryburn '45 of Lubbock, Texas. Additional gifts from Mr. and Mrs. Joseph T. Trotter '35 of Harrisonburg, Virginia, and other family members have fully endowed this fund in memory of Dr. James Buckner Massey, professor of Bible from 1919 to 1952. The recipient must demonstrate financial need, with preference given to sons of ministers.

THE GRANGER AND ANNE MACFARLANE SCHOLARSHIP was established in 1986 by John G., III '76 and Dudley W. Macfarlane and named in honor of his parents. This fund will be administered by the Honors Council as part of the Leadership Awards Program. It will be awarded to entering

freshmen from Virginia on the basis of outstanding leadership characteristics demonstrated in their secondary school careers and superior academic achievement. Preference will be given to students from Roanoke and contiguous counties.

THE PHILIP W. MCKINNEY SCHOLARSHIP was established in 1964 by a bequest from the estate of Mrs. Frankie McKinney Van Winkle, in honor of her father, Governor Philip W. McKinney 1851.

THE McVEY MEMORIAL SCHOLARSHIP was established in 1986 by gifts from George Jennings McVey '61 and Henry Hanna McVey III '57 and supplemented by a bequest from the estate of Mrs. Eva Jennings McVey. The fund is in memory of the donors' father and husband, Henry Hanna McVey, Jr. '12. Scholarships are awarded to student-athletes who demonstrate financial need.

THE EDMONIA CARRINGTON METCALF INTERNATIONAL SCHOLARSHIP was established in 1990 by a bequest from her estate. This scholarship will be awarded, based on need, to rising juniors and seniors who wish to study abroad for 1 or 2 semesters in the field of their major.

THE BEN AND MAYO MOOMAW SCHOLARSHIP was established by the gifts of Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE FRED MAY MORTON AND MARY MORTON PLATT SCHOLARSHIP was established in 1963 by a gift from Mrs. Mary Morton Platt of Baltimore, Maryland, in memory of her brother. The fund has been supplemented by gifts from The Theodore H. Barth Foundation.

THE HEBER JONES MORTON SCHOLARSHIP was established in 1984 by a bequest from the estate of Mary Womack Morton in memory of her husband, Dr. Heber Jones Morton '05. The scholarship is designated for the assistance of premedical students.

THE LEE WATKINS MORTON MEMORIAL SCHOLARSHIP was established by gifts from Mr. and Mrs. L. W. Morton, Sr. 1885, and their sons, Lee W. Morton, Jr. '19, Judge R. Page Morton '23, and the Rev. Taylor Morton '17 of Charlotte County, Virginia.

THE HARRY HAVENER MUNROE SCHOLARSHIP was established by a bequest from Mrs. Elizabeth Munroe Jones of Laurinburg, North Carolina, in memory of her father, Harry Havener Munroe '01, D. D. '26. Preference will be given to students of high scholastic standing.

THE JOSEPH LEE AND MARGARET EAST NELSON MEMORIAL SCHOLARSHIP was established in 1976 by Mrs. Nelson to provide scholarships for students of superior academic ability who are in need of financial assistance. Preference in selecting recipients for scholarships will be afforded Virginia students of the Christian faith who have formed a present intention to seek full-time Christian service as ordained ministers or missionaries, or, in the alternative, preference will be afforded students who have formed a desire to enter the teaching profession.

THE MAURICE NOTTINGHAM, JR. SCHOLARSHIP was established in 1988 by gifts from Dr. and Mrs. Maurice Nottingham, Jr. '56 and their sons, James M. Nottingham '83 and Robert R. Nottingham '85, of Richmond, Virginia. This scholarship will be awarded to students who demonstrate financial need. Preference will be given to pre-med students from the Eastern Shore of Virginia.

THE WALLACE C. NUNLEY SCHOLARSHIP was established by Dr. Wallace C. Nunley '44 of Clifton Forge, Virginia, and Dr. Wallace C. Nunley, Jr. '69.

THE THEODORE G. OFFTERDINGER, JR. AND VIRGINIA C. WILLIAMSON SCHOLARSHIP was established in 1981 through gifts from Mr. and Mrs. Theodore G. Offterdinger, Sr. '41 and friends in memory of Theodore G. Offterdinger, Jr. '74 and Virginia C. Williamson. Preference is given to students who have demonstrated academic excellence and outstanding leadership characteristics in

their secondary school careers. The scholarship is administered by the Honors Council as a part of the Leadership Awards Program.

THE OVERCASH MEMORIAL SCHOLARSHIP was established in 1983 in memory of Hinton Baxter Overcash and Emma Ressler Overcash by their daughters Dorothy and Elizabeth. Dr. Overcash was for many years professor of biology at the College.

THE RICHARD C. PARKER SCHOLARSHIP was established in 1980 by Mr. and Mrs. William A. Parker, Jr. and their son, Richard C. Parker '81. The scholarship carries a minimum stipend of \$750 and is awarded each year to a freshman who has demonstrated those qualities of leadership, organization, assertiveness, and affability which so well suit a young man for a business career. Preference is given to students from Georgia.

THE TRUMAN ALFRED PARKER SCHOLARSHIPS were established by a bequest from Judith H. M. Parker of La Jolla, California. Students in the premedical program are given preference.

THE PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1984 by Samuel S. Jones '43 to assist gifted students in the natural sciences.

THE PHILIP MORRIS SCHOLARSHIP was established in 1982 in memory of Benjamin A. Soyars '40 for his long and dedicated service to the Philip Morris Company and the College. Each year a freshman from Virginia is chosen as a Soyars Scholar.

THE WILLIAM T. PUGH MEMORIAL SCHOLARSHIP was established in 1968 by Mr. and Mrs. John Tucker Percy of Lynchburg, Virginia in memory of Dr. Pugh '23, a former member of the Board of Trustees. Additional gifts to this fund have been made by Central Fidelity Bank of Lynchburg, family members and friends.

THE READ-LANCASTER MEMORIAL SCHOLARSHIP was established through gifts from Mrs. Edmonia C. L. Metcalf of Charlottesville, Virginia, in memory of her

mother, Mrs. Agnes Elizabeth Read Lancaster and her uncles, Mr. Abram Carrington Read 1883, and Mr. Isaac Mayo Read 1887. In addition to recognizing her immediate family, Mrs. Metcalf specified the scholarship as a memorial in remembrance of the Reads of "Greenfield," Charlotte County, Virginia.

THE RICHARD S. REYNOLDS SCHOLARSHIP was established in 1989 by the Richard S. Reynolds Foundation of Richmond, Virginia. This scholarship honors the founder of Reynolds Metals Company for his pioneer leadership and philanthropic generosity.

THE TINA RICHARDSON SCHOLARSHIP was established in 1975 by Mrs. A. B. Richardson of Roanoke, Virginia.

THE CLARENCE B. ROBERTSON MEMORIAL SCHOLARSHIP was established in 1969 by a bequest from Mr. Robertson '15, a former member of the Board of Trustees.

THE PHILIP H. ROPP MEMORIAL SCHOLARSHIP was established by a bequest from Dr. Ropp '30, Hurt Professor of English at Hampden-Sydney.

THE REGINALD GILBERT SMITH SCHOLARSHIP was established in 1986 by gifts from alumni, parents and friends who wished to honor Mr. Smith, a longtime employee of the College. The fund is to aid minority students with preference given to graduates of Prince Edward County High School.

THE S. BRUCE AND GLADYS CURTIS SPENCER SCHOLARSHIP was established in 1986 by Mr. and Mrs. S. Bruce Spencer '37 of Farmville, Virginia, to provide assistance based on financial need to those participating broadly in extracurricular activities such as athletics or student government. The scholarship will be awarded to North Carolina and Virginia students with preference to residents of Buckingham, Cumberland, and Prince Edward Counties of Virginia.

THE STAMPS SCHOLARSHIP was established in 1936 by a gift from Mrs. F. S. Roys-

ter of Norfolk, Virginia, in memory of her father, Dr. William L. Stamps, and of her brothers, Mr. Edward R. Stamps 1867, and Dr. Thomas Stamps 1868.

THE C. V. STARR SCHOLARSHIP was established by the Starr Foundation of New York. Recipients of the Starr Scholarship are selected on the basis of superior intellectual achievement and outstanding leadership characteristics as well as financial need.

THE TEACHERS SCHOLARSHIP was established in 1983 by a gift from Mr. and Mrs. Lewis B. Goode, Jr. '50 of Lynchburg, Virginia, and supplemented by a grant from the Brown Foundation, Inc. of Houston, Texas. This fund offers scholarships to seniors who plan to teach. It also grants interest-free loans to juniors and seniors, forgiven after teaching in public schools for two or three years, depending on the size of the loan.

THE MR. AND MRS. GEORGE C. THOMAS, JR. SCHOLARSHIP was established in 1953 and supplemented in 1973 through gifts from Mr. and Mrs. George C. Thomas, Jr. of New Jersey and Florida.

THE EVELYN FITTS THOMAS SCHOLARSHIP was established in 1990 by a bequest from her estate. This scholarship will be awarded to those students in the top one-third of their class who are pursuing a course of study in either the premedical, prenursing, or health care sciences field. Preference will be given to residents of Henry or Patrick County or the City of Martinsville, Virginia.

THE THOMAS PREMEDICAL LOAN SCHOLARSHIP was established in 1977 by Mrs. Evelyn Thomas of Roanoke, Virginia, in memory of her husband, Dr. Charles W. Thomas. The loan fund, which must be repaid, assists needy premedical students.

KATHERINE S. AND PAUL S. TRIBLE SCHOLARSHIP was established in 1983 by former U.S. Senator Paul S. Trible, Jr. '68 in honor of his parents. The scholarship is awarded to a Virginian who plans a career in business or government. The scholarship is administered by the Honors Council as part of

the Leadership Awards Program.

THE ALBERT JAMES TRUITT AND JULIA HARRISON TRUITT MEMORIAL SCHOLARSHIPS were established in 1949 through a bequest under the will of Mrs. Julia E. Truitt of Norfolk, Virginia, and given for the assistance of students studying for the ministry.

THE ACHILLES L. TYNES SCHOLARSHIPS were established in 1958 by the Misses Eliza I. and Frances M. Tynes of Tazewell, Virginia, in memory of their brother, a member of the Class of 1894 and a trustee of the College for 36 years.

THE RICHARD MORTON VENABLE SCHOLARSHIP was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable '20, of Charleston, West Virginia. Mr. Venable was a direct descendant of Nathaniel Venable of "Slate Hill," one of Hampden-Sydney's founders and a charter trustee. The scholarship is administered by the Honors Council as part of the Leadership Awards program.

THE WADDELL-GORDON SCHOLARSHIP was established in 1952 by Mr. James W. Gordon, Jr. '32 of Richmond, Virginia, as a memorial to Dr. James Waddell (1739-

1805), "the blind preacher," and Colonel James Gordon of Lancaster County (1714-1768), leaders in the establishment of the Presbyterian Church in the Colony of Virginia. James Gordon's granddaughter and James Waddell's daughter, Janetta Waddell, was the wife of Archibald Alexander, third president of Hampden-Sydney College.

THE JOSEPH MOSS WHITE AND JOSEPHINE VIRGINIA BROWN WHITE SCHOLARSHIP was established in 1975 by Mr. Joseph W. White, Jr. '54, Mrs. James S. White, and Dr. Paul F. White '60 in honor of their parents and supplemented by memorial gifts in honor of Mr. J. M. White '25.

THE GORDON C. WILLIS SCHOLARSHIP was established in 1985 by Gordon C. Willis '42 of Roanoke, Virginia, in memory of his brother Holman Willis, Jr. '38. The scholarship will be awarded to students who demonstrate evidence of financial need.

THE JESSIE REAMES YOUNG AND CHARLES REAMES YOUNG SCHOLARSHIP was established by Mr. Fred W. Young, Sr. '09 and supplemented by gifts from Mr. Fred W. Young, Jr. '44. Preference will be given to residents of Dinwiddie County or Petersburg, Virginia.

ANNUAL SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and generosity of the contributions of alumni, parents, and friends to the annual scholarship fund. Annual scholarships are not individually designated unless the donor has agreed to a significant annual contribution to be awarded each year over a number of years. For those individually designated annual scholarships established after 1979, the minimum annual contribution must be \$1000.

THE JAMES ALLEN SCHOLARSHIP was established in 1985 by family members and friends to honor the memory of James Allen, a founding trustee of Hampden-Sydney College. Selection of recipients will be based on superior academic achievement and/or financial need. Preference will be given to students from Amelia, Nottoway, and Prince Edward Counties, or, if none qualify from these areas, Southside Virginia. Qualified descendants of James Allen will also be given preference.

THE BERNARD E. AND EDNA B. BAIN SCHOLARSHIP was established in 1981 by Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Dr. Bernard E. Bain '28, D.D. '52, and is awarded to students who are studying for the Christian ministry.

THE JOHN M. BORDERS, M.D. MEMORIAL SCHOLARSHIP was established through an annuity with The Presbyterian Foundation, Inc. (U.S.), by the Reverend Isaac D. Borders in memory of his father, Dr. John M. Borders.

THE BURROUGHS MEMORIAL SCHOLARSHIPS were established through the will of Mabel C. and Charles F. Burroughs of Norfolk, Virginia. A number of annual scholarships are available to students from the Tidewater area who are selected by the Norfolk Foundation upon the recommendation of the College. Students should apply directly to The Norfolk Foundation, 406 Royster Building, Norfolk, Virginia 23510.

THE EDMUND MADISON CHITWOOD, JR. MEMORIAL SCHOLARSHIP was established in 1985 by W. Randolph Chitwood '41,

M.D. and W. Randolph Chitwood, Jr. '68, M.D. in memory of their brother and uncle, Edmund Madison Chitwood, Jr. '43, M.D. This fund assists needy premedical students.

THE NELSON W. COE III MEMORIAL SCHOLARSHIP was established in 1969 by Mr. and Mrs. Charles E. Coe in memory of Mr. Coe's brother, Nelson W. Coe III '59. Preference is given to students from either Westminster Presbyterian Church in Alexandria, Virginia, or Heritage United Presbyterian Church in Fairfax County, Virginia.

THE H. SPENCER EDMUND MEMORIAL SCHOLARSHIP was established in 1950 by the Second Presbyterian Church, Roanoke, Virginia, as a ministerial scholarship in memory of its former pastor, the Reverend Mr. H. Spencer Edmunds.

THE WILLIAM FITZGERALD MEMORIAL SCHOLARSHIPS were established in 1968 by St. Giles Presbyterian Church, Richmond, Virginia. The scholarships are awarded to needy and worthy upperclassmen who plan to enter church-related vocations.

THE GEORGE C. "CHIP" FREEMAN III MEMORIAL SCHOLARSHIPS. The scholarships were established in 1974 in memory of George C. "Chip" Freeman III '76, by his parents, Mr. and Mrs. G. C. Freeman, Jr. '52 and his brother, Douglas M. Freeman, and are funded by the George C. Freeman III Memorial Trust. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE ROSELYN C. HINES MEMORIAL SCHOLARSHIP was established in 1988 by Ralph P. Hines of Farmville, Virginia. It will be awarded to those students who have demonstrated academic superiority in their secondary school careers as well as outstanding qualities of citizenship and leadership in the community. Recipients may hold this scholarship for the full four years of their college career, subject to annual review. Preference will be given to students from Prince Edward and the seven adjoining counties.

THE SAMUEL S. JONES PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1983 by Dr. Samuel S. Jones '43, of Tucson, Arizona.

THE MCGUIRE-BOYD SCHOLARSHIP was established through annual gifts since 1965 by Mr. James Nalle Boyd '58 and Mr. John Peyton McGuire Boyd '64 of Richmond, Virginia, in memory of their parents, Mr. and Mrs. John W. Boyd. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

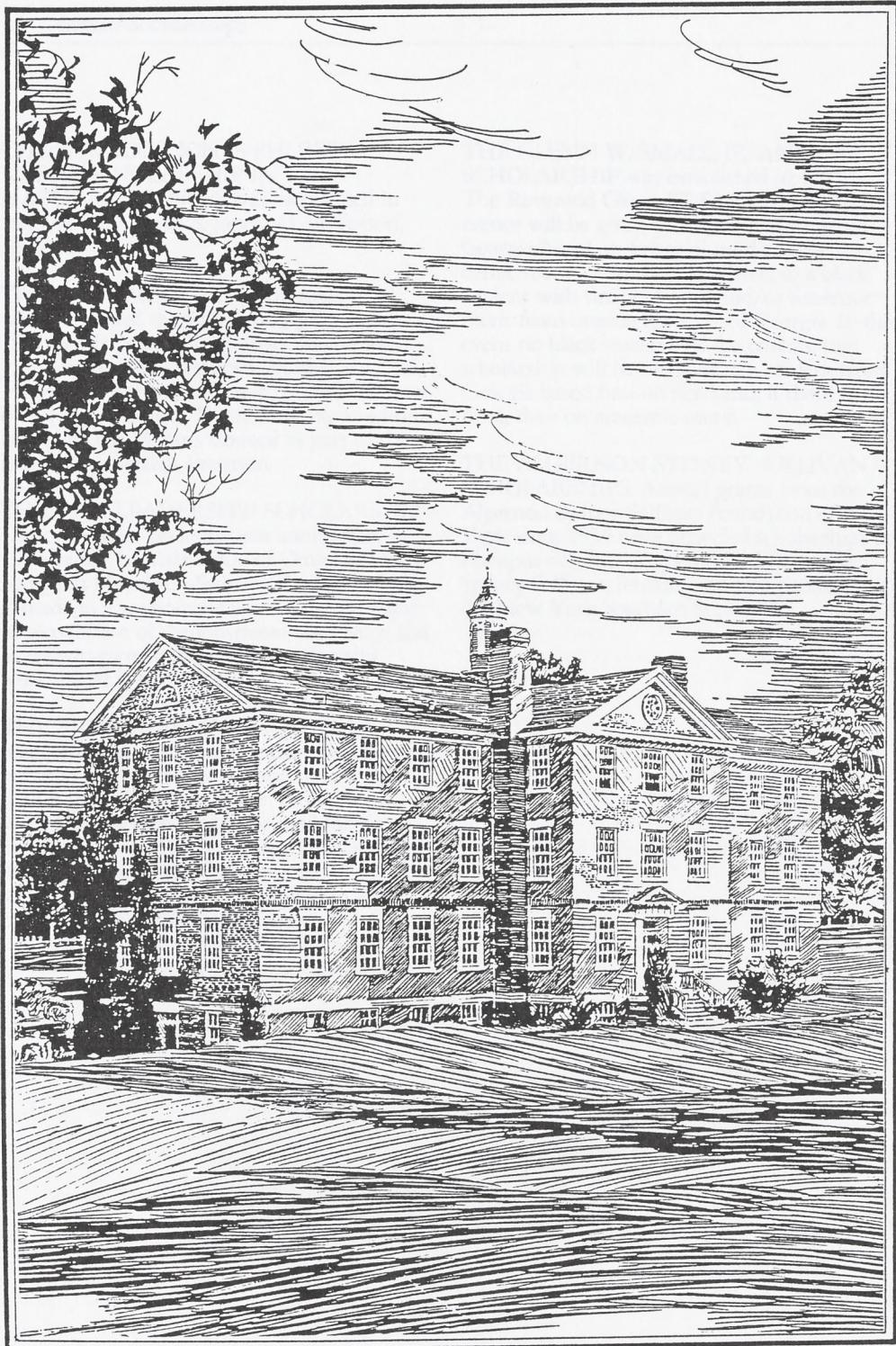
THE ODK LEADERSHIP SCHOLARSHIP was established on its fiftieth anniversary in 1974 by the Lambda Circle of Omicron Delta Kappa at Hampden-Sydney. The \$500 award is made to a sophomore selected by the Circle in recognition of demonstrated leadership and as encouragement for future constructive work. Need is not a criterion.

THE PRESBYTERIAN CHURCH. In recognition of the historic and continuing ties between Hampden-Sydney and the Presbyterian Church, the Synod of the Virginias provides \$20,000 each year to be used for financial assistance to Presbyterians. The Church thereby supports the College in blending sound scholarship with the principles and practices of the Christian faith.

THE GLENN W. SMALL, JR. ANNUAL SCHOLARSHIP was established in 1985 by The Reverend Glenn W. Small, Jr. '63. Preference will be given to a black student from Georgia based on financial need and/or academic merit, or in the alternative, to a black student with financial need and/or academic merit from outside the state of Georgia. In the event no black students fit the criteria, the scholarship will be awarded to a student from Georgia based first on need and, if there is no need, then on academic merit.

THE ALGERNON SYDNEY SULLIVAN SCHOLARSHIPS. Annual grants from the Algernon Sydney Sullivan Foundation of New York since 1936 have provided scholarships at Hampden-Sydney in memory of Algernon Sydney Sullivan, founder and first president of the New York Southern Society.

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BAGBY HALL (1922)



Course Offerings

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including Classics, English, Fine Arts, Humanities, Modern Languages, Philosophy, Religion, and Rhetoric.

NATURAL SCIENCES, including Biology, Chemistry, Physics, Mathematics and Computer Science.

SOCIAL SCIENCES, including Economics, History, Political Science, and Psychology.

COURSE CLASSIFICATION

Each course listed in this catalogue has a course number. At the right of this number will be found numerical designations in parentheses which indicate the course length and credits carried by the course. There are two variations. For example: Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, and the student may take one or both semesters.

Normally the courses with odd course numbers meet in the fall semester and those with even course numbers meet in the spring semester.

SPECIAL TOPICS AND INDEPENDENT STUDY

The following courses are offered in every department:

185, 285, 385 or 485. Special Topics (1, 2, 3 hours).

An organized course of study in an area other than one described in the course listings. All -85 courses must be approved by a majority of the voting members of the department. If the

course/topic is offered more than once, it must be approved by the faculty.

490. Directed Reading (1, 2, 3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who will assist in designing the student's program.

495. Independent Study (1, 2, 3 hours).

Research in which the student works independently under the supervision of a faculty member; the project will ordinarily lead to a paper in which the student describes his work and summarizes his findings. For juniors and seniors only.

For reading courses (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chairman of the department, and the student's faculty advisor.

A student may take no more than one 490/495 course per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, the written proposal must be submitted to the Honors Council for approval. Students who wish to do extensive independent work are encouraged to apply for Senior Fellowships and Honors Major Fellowships.

Departments may specify prerequisites and minimal grade points for taking 490 and 495 courses.

DEPARTMENTAL HONORS

Honors courses, projects, or seminars are offered at the junior and senior levels.

BIOLOGY

Departmental Honors varies from department to department. Departmental Honors promotes independence, self-reliant study, and appreciation of the relationship between the particular concerns of an academic discipline and the broader spectrum of the liberal arts.

Departmental Honors work must include a minimum of six, and up to a maximum of twelve, credit hours in specially designed courses, and independent study. Credit is given for laboratory work. Specific requirements and eligibility are established by the department, in cooperation with the Honors Council. Interested students should consult the chairman of the appropriate department about Departmental Honors.

KEY:

*=On leave, 1991-92. F=fall semester only;
S=spring semester only.

Professors Gemborys, Shear, Turney; Associate Professor Lund; Assistant Professors V. Hall, Devlin

The diverse preparation necessary for different graduate biology programs in different institutions often necessitates tailoring the undergraduate major to suit the particular needs of the student. All students interested in majoring in biology are requested to see a representative of the biology department during their freshman year to discuss their future programs of study. The requirements for a major in Biology are 33 hours, including Biology 101-102 and 151-152 (to be taken during either the freshman or sophomore year). The balance of the major consists of appropriate electives with at least one course in each of the following three areas: 1. Molecular/Cellular Biology (Biology 215, 220, 311, 331, 332, or 342); 2. Organismic/Systematic Biology (Biology 142, 222, 241, 243, 321, or 322); 3. Ecology/Population Biology (Biology 108, 251, 253, 260, 270, 313, 314, or 376).

In addition, Chemistry 110, 150, 210, and 251; or Chemistry 110, 150, and 120; or Chemistry 101, 102, 151, and 152 are required.

Note: Many graduate schools require courses in physics, mathematics through calculus, organic chemistry, statistics, computer science, physical chemistry, and electronics by way of preparation for certain biology majors. The Department of Biology recommends that all students planning to pursue graduate or professional studies in the biological sciences investigate the undergraduate prerequisites for their particular major by the fall semester of their junior year so that these may be incorporated into their undergraduate program.

BIOLOGY 101-102. (3-3) Staff
INTRODUCTORY BIOLOGY. An introduction to the basic topics of the biological sciences. Biology 101 emphasizes cell chemistry and structure, cell physiology including respiration and photosynthesis, Mendelian and basic molecular genetics, cellular and organismal reproduction, and a survey of the five kingdoms of life. Biology 102 emphasizes immunology, neurobiology, behavior, evolution, population dynamics, ecology, and adaptation. Prerequisites: none for 101; 101 pre-

requisite to 102. Corequisites: Biology 151 and 152, corequisite to 101 and 102 respectively. Offered: 101 each semester, 102 in the spring semester.

BIOLOGY 108. (3) *Gemborys*
ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course will include discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources. Prerequisite: none. Offered: each semester.

BIOLOGY 111. (1) *Gemborys*
NATURAL MAN. Readings, discussions and films designed to illustrate the capacity of man to survive in hostile environments and to demonstrate the close ecological balance maintained between primitive man and his environment. Emphasis will be given to early Arctic and Antarctic exploration and to the study of Esquimaux culture. Readings will include works by Stefansson, Nansen, Amundsen, Scott, Cherry-Garrard, Shackleton, and Byrd. Admission by consent of instructor. Prerequisite: none. Offered: on demand.

BIOLOGY 142. (4) *Lund*
BOTANY. An introductory study of the anatomy, morphology, taxonomy, physiology, and ecology of plants. In addition, the commercial and medicinal uses of plants will be considered. Prerequisite: none. Offered: spring semester.

BIOLOGY 151-152. (1-1) *Staff*
LABORATORY IN INTRODUCTORY BIOLOGY. Laboratory exercises associated with Biology 101-102. Prerequisites: none for 151. 151 is prerequisite to 152. Corequisites: Biology 101 for 151, Biology 102 for 152.

BIOLOGY 158. (1) *Gemborys*
LABORATORY IN ENVIRONMENTAL BIOLOGY. A laboratory experience designed to demonstrate the interactions between plants and animals and their environment and to acquaint the non-science-oriented stu-

dent with techniques and methods used in the measurement of environmental parameters. Consideration will be given to such topics as the thermal and chemical stratification of lakes and ponds and how this phenomenon affects aquatic organisms; a comparison of the chemical and physical characteristics of natural and polluted streams; and the effects of logging and fire in local forest ecosystems. Prerequisite or corequisite: Biology 108. Offered: on demand.

BIOLOGY 215. (4) *Devlin*
CELL BIOLOGY. Cytology is an introduction to cells in terms of structure and function. Major emphasis in lecture sessions includes descriptions of cell organelles and their functions, the mechanics of cell division, and basic cytogenetics. Structure of differentiated cells is considered in relation to the function of various animal and plant tissues. Laboratory will be experimentally based and involve cell culture and other basic techniques. Prerequisite: Biology 101, 102, 151, and 152. Offered: fall semester of odd years.

BIOLOGY 220. (4) *Lund*
MICROBIOLOGY. This course deals with the biology of prokaryotic organisms, viruses, and subviral parasites. (Eukaryotic microorganisms are considered only briefly.) Energy-generating mechanisms unique to prokaryotes will be examined, including photosynthetic, chemosynthetic, and heterotrophic modes. The basics of prokaryote and viral genetics will be introduced as a means of understanding the techniques of genetic engineering. As well as a general survey of prokaryotes, viruses, and subviral parasites, the course will undertake a deeper examination of those associated with human disease. The principles of immunology, commercial fermentations, and the importance of microbes in ecosystems will also be discussed. Prerequisites: Biology 101, 102, 151, 152. Offered: fall semester.

BIOLOGY 222. (4) *Hall*
COMPARATIVE VERTEBRATE ANATOMY. Comparative functional morphology and evolution of organs and organ systems in chordate animals. Major emphasis is placed on gross anatomy of the mammal. Studies of vertebrate tissues are included. Prerequisites:

Biology 101, 102, 151, and 152 or consent of instructor. Offered: fall semester of odd years.

BIOLOGY 241. (4) *Shear*
INVERTEBRATE ZOOLOGY. An intensive study of the taxonomy, morphology, physiology, and ecology of the invertebrates. The phylogenetic origin of the organ-system is studied in relation to basic adaptive patterns. Biochemical, embryological, morphological, and physiological similarities and dissimilarities are observed. Representative species from the major phyla are studied in the laboratory. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester of odd years.

BIOLOGY 243. (4) *Shear*
ENTOMOLOGY. An intensive study of the insects as representatives of the Phylum Arthropoda. Lecture topics will include insect physiology and behavior, insect morphology and classification, social insects, methods of insect control, and insect ecology. Laboratories will consist primarily of work on the local insect fauna. A collection will be required and will form a major part of the student's grade. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester of even years.

BIOLOGY 250. (3) *Turney*
BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical problems which are being raised by such advances. An attempt will be made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No lab. This course does not provide credit for a biology major. Prerequisite: none. Offered: spring short term.

BIOLOGY 251. (4) *Gemborys*
BIOECOLOGY. A consideration of physical and biotic factors of the environment and how these factors affect both plant and animal life. The laboratory will include an intensive study of these relationships as illustrated in both aquatic and terrestrial communities. Field trips will be made. Prerequisite: Biology 101 or consent of instructor. Offered: spring short

term on sufficient demand.

BIOLOGY 253-254. (4-1) *Gemborys*
PLANT ECOLOGY. A consideration of the interrelationships between plants and their environment. These relationships will be observed through study of the major plant communities of Virginia. Emphasis will be placed on the role of succession and environment in the development of plant associations. Three lectures and one laboratory per week, first semester; one laboratory per week, second semester. Field trips are required. The work in the second semester will consist of directed study of a problem of interest to the student and will be based on the principles and methods studied in the first semester. Prerequisites: Biology 101, 102, 151 and 152. Offered: 253 in the fall semester of even years; 254 in the spring semester of odd years on demand.

BIOLOGY 260. (4) *Gemborys*
TROPICAL BIOLOGY. A consideration of the biology of plants and animals, including man, living in a tropical environment. Special emphasis will be given to the study of the structure and function of a typical coral reef and to the study of the ecology, physiology, and taxonomy of other locally important marine forms. Laboratory included. Course presented on the Hampden-Sydney campus and at a tropical marine biology laboratory. Prerequisite: permission of the instructor. Offered: on sufficient demand.

BIOLOGY 270. (4) *Gemborys*
ECOSYSTEMS OF THE MIDATLANTIC AND NORTHEASTERN UNITED STATES. A survey of the significant vegetation types of the Eastern United States, ranging from the Longleaf Pine Forests of Virginia to the Alpine Tundra Formations of New Hampshire. Consideration will also be given to the effects of climatic, geologic, and edaphic influences on the development of these ecosystems. Quantitative methods of vegetation sampling and statistical techniques will be employed. Laboratory included. Duration: 3 weeks. Prerequisite: none. Offered: spring short term on sufficient demand.

BIOLOGY 311. (4)

Turney

GENETICS. Principles of heredity and variation as developed from the morphological, physiological, and biochemical levels of gene action. Laboratory exercises include work with classical material such as *Drosophila* as well as more recent activity involving phages and DNA annealing. Some laboratory work and many lecture demonstrations utilize Apple II series and Macintosh computers to model molecular phenomena, perform Mendelian crosses, study population genetics and statistically analyze data. All students will build a personal and customized database using Macintosh series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures and one laboratory per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: spring semester.

BIOLOGY 313. (3)

Shear

POPULATION BIOLOGY. An introduction to the biological applications of simple statistics and the use of mathematical models in genetics, evolution, and ecology. Lecture and discussion sessions will emphasize the derivations of models and statistical formulae, with special attention given to their biological meaning and their appropriateness for use in biology. No special mathematical knowledge will be required beyond algebra and elementary calculus; not recommended for students who have taken Mathematics 121. Prerequisites: Biology 101, 102, 151, and 152; Biology 311 recommended. Offered: on demand.

BIOLOGY 314. (3)

Shear

EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena will be derived and tested through problem-solving. The process of speciation will be examined, and basic biogeographical principles will be studied. Some discussion of the history of evolutionary biology and the lives of its major contributors will also take place. Prerequisite: Biology 311 or Biology 313, or permission of instructor. Offered: on demand.

BIOLOGY 321. (4)

Hall

DEVELOPMENTAL BIOLOGY. Principles of embryology involving physiological, biochemical, and genetic influences on differentiation of cells and tissues with emphasis on the origin of vertebrate organ systems. Prerequisites: Biology 101, 102, 151 and 152.

BIOLOGY 322. (4)

Devlin

HISTOLOGY. Histology is the microscopic study of vertebrate tissues. It involves both the examination of the characteristics of the four basic tissue types (cartilage and bone, connective, muscle, and nervous tissue) and the structure and organization of organs and organ systems. The course material will be approached from both a structural and a functional perspective. Histology involves such diverse fields as embryology, cell biology, anatomy and physiology to explain the relationship of individual tissues to the structure and functioning of the body as a whole. The laboratory will involve the examination of prepared slides and electron micrographs of the tissues discussed in lecture. In addition all students will prepare their own slides of various tissue types. Prerequisites: Biology 101, 102, 151, and 152. Offered: spring semester.

BIOLOGY 331. (4)

Turney

BIOCHEMISTRY-MOLECULAR BIOLOGY. A structural and functional study of the cell with emphasis on the biochemical and ultrastructural aspects of cell metabolism. Laboratory exercises include problems in enzyme kinetics, enzyme isolation, electrophoresis, ion-exchange chromatography, and spectrophotometry. All students will build a personal and customized database using Macintosh series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures and one laboratory per week. Prerequisite: Biology 101, 102, 151 and 152; Prerequisite or corequisite: Chemistry 201. Offered: fall semester.

BIOLOGY 332. (3)

Turney

PHYSIOLOGY. A continuing treatment of the cell's structure and function with emphasis this semester on muscle contraction, nerve conduction, cell division and differentiation.

Supplemental lectures on the cellular basis for homeostasis are included with specific treatments of circulatory physiology, respiratory physiology, and renal physiology. All students will build a personal and customized database using Macintosh series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures per week. Prerequisites: Biology 101, 102, 151 and 152. Biology 331 is a desirable antecedent to Biology 332. Check with the instructor if you have not had Biology 331. Offered: spring semester.

BIOLOGY 334. (1) *Turney*
ADVANCED BIOCHEMISTRY. A laboratory course investigating the problems of enzyme purification, intermediary metabolism, and protein synthesis. The exercises involve refinements of the techniques learned in Biology 331 with some additional work utilizing manometric techniques, differential centrifugation, and radioactive tracers. Prerequisite: Biology 331. Offered: spring semester.

BIOLOGY 342. (4) *Gemborys*
PLANT PHYSIOLOGY. A consideration of the fundamental life processes of plants including photosynthesis, water relations, growth regulators, photoperiodic responses, and mineral nutrition. Primary emphasis placed on laboratory work. Two lectures, two laboratories per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: on demand.

BIOLOGY 376. (4) *Gemborys*
AQUATIC ECOLOGY. A study of the physical, chemical, and biological characteristics of the world's major aquatic ecosystems. The laboratory experience is designed to give the student firsthand knowledge of the methods used in studying aquatic organisms and environments. It will include regular assigned exercises as well as an independent study project. Field trips will be made. Prerequisite: Biology 101, 102, 151, 152, or consent of instructor. Offered: fall semester of odd years.

BIOLOGY 382. (4) *Shear*
NEUROBIOLOGY AND BEHAVIOR. The first half of the course will take up the major features of the actions of neurons, as they operate at the cellular level. This will be followed by a discussion of synaptic transmission and signal integration by small systems of nerve cells, with some study of their implications for behavior; identified neurons in invertebrates will be emphasized. Levels of neural integration will be examined using the vertebrate retina as an example. The second half of the course will attempt to integrate this material with what has been learned of animal behavior by the ethologists, and the course will end with an introduction to sociobiology. Prerequisites: Biology 101, 102, 151, 152, and two additional semesters of Biology. Biology 382 will be offered in the spring semester of even years.

CHEMISTRY

Professors Porterfield^F, Sipe; Associate Professors Anderson, Mueller^S; Assistant Professor Dunn

The requirements for a major in Chemistry are:

- All courses from the techniques track (except honors) and the following courses from the concepts track: 110, 120, 210-211, 310-311, 411, and one of the following three groups of additional courses: (a) 410 and one chemistry elective at the 300 or 400 level, or (b) for ACS accreditation in chemistry, 320, 410, and 420, or (c) for accreditation in biochemistry, Chemistry 320, Chemistry 420, Biology 331, and one additional course in biology, chosen from Biology 215, 220, 311, 321, or 332.*
- Satisfactory completion of Mathematics 141-142, Physics 111-112, and Physics 151-152.*

CONCEPTS TRACK

CHEMISTRY 103. (3)

Staff

CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our society, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences, and will not satisfy prerequisite requirements for any other chemistry course. Prerequisites: none. Corequisite: none. Chemistry 150 laboratory may be taken concurrently or in a later semester if desired. Offered each semester if staff permits.

CHEMISTRY 105. (3)

Sipe

TOXIC CHEMICALS IN SOCIETY. An introduction to selected topics in toxicology, pharmacology, and medicinal chemistry that are essential to an understanding of the role of chemicals in modern society and their impact on us as individuals and as a civilization. Considered in this course will be the risks and consequences of contact with chemicals both intended and unintended, *e.g.*, the use of pharmaceuticals and exposure to hazardous chemicals from industrial wastes. This course is intended for students with

primary interests outside the sciences and will not satisfy prerequisite requirements for any other chemistry course. Prerequisite: None. Offered spring semester if staff permits.

CHEMISTRY 110. (3)

Staff

CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for either systematic study of descriptive inorganic chemistry or continuing study of bonding theory in the context of organic chemistry. Some mathematical facility desirable. Prerequisite: none. Corequisite: none. For those students intending to continue in chemistry, Chemistry 150 laboratory should be taken concurrently. Offered each semester; entering freshmen intending majors or careers related to chemistry should take Chemistry 110 in their first semester.

CHEMISTRY 120. (3-3)

Staff

DESCRIPTIVE INORGANIC CHEMISTRY. A survey of the chemistry of the elements: their natural occurrence, extractive methods, physical forms, laboratory reactions and uses, and commercial and industrial uses, with some economic interpretation of the latter. Some attention will be given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisite: Chemistry 110. Offered: spring semester.

CHEMISTRY 210-211. (3-3)

Mueller, Anderson

CHEMICAL BONDING AND ORGANIC CHEMISTRY. An examination of the qualitative principles of covalent bonding as an introduction to an integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisite: Chemistry 110. Corequisite: Chemistry 251-252. Offered: 210 in the fall semester, 211 in the spring semester.

CHEMISTRY 310-311. (3-3)

Dunn, Sipe

PHYSICAL CHEMISTRY I, II. The theoretical principles of chemistry are developed and used to explain selected chemical phenomena. Chemistry 310 considers thermodynamics, statistics, and kinetics; Chemistry 311 considers introductory quantum mechanics and statisti-

cal mechanics. Prerequisites: for Chemistry 310, Chemistry 110, and Mathematics 142; for Chemistry 311, Chemistry 310 is prerequisite. Corequisite: for Chemistry 310, Physics 111. Offered: 310 in the fall semester, 311 in the spring semester.

CHEMISTRY 312. (3) Dunn, Sipe
PHYSICAL CHEMISTRY III. The quantum mechanics introduction of Physical Chemistry II is extended to molecular systems and used in the prediction of chemical and spectroscopic properties. The theoretical basis of spectroscopic techniques is examined. Prerequisite: Chemistry 311. Offered in the spring semester.

CHEMISTRY 318. (3) Staff
MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. The major classes of drugs discussed are various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and anti-neoplastic agents. Prerequisite: Chemistry 211 or consent of the instructor. Offered: staff permitting.

CHEMISTRY 320. (3) Anderson
BIOCHEMISTRY. An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. The major catabolic pathways are covered in detail. Prerequisite: Chemistry 211 or consent of instructor. Offered: fall semester.

CHEMISTRY 330. (3) Mueller
ORGANIC CHEMISTRY III. An extended examination of the concepts introduced in the first two semesters of organic chemistry. Emphasis will be placed on the relationships between structure and mechanism. Articles from chemical journals will be used to show the interaction of experiment and theory in the formulation and development of reaction

mechanisms. Prerequisite: Chemistry 211. Offered: spring semester of odd-numbered years.

CHEMISTRY 410-411. (3-3) Anderson, Sipe
CHEMICAL INSTRUMENTATION AND ANALYSIS. Principles of instrumental chemical investigation and analysis. Topics include: basic concepts of electronics applied to chemistry; introduction to analog and digital signal enhancement techniques; computer-assisted acquisition, manipulation, and presentation of data; survey of spectroscopic, electrochemical, mass spectrometric, and chromatographic methods of analysis. Prerequisite: Chemistry 311 or consent of instructor. Offered: 410 in the fall semester, 411 in the spring semester.

CHEMISTRY 420. (3) Porterfield
ADVANCED INORGANIC CHEMISTRY. Basic theoretical concepts of inorganic chemistry applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 310. Offered: spring semester.

TECHNIQUES TRACK

CHEMISTRY 150. (1) Staff
TECHNIQUES OF CHEMISTRY. An extended project involving the independent synthesis and analysis of a coordination compound, requiring the use of library facilities, volumetric and gravimetric techniques of quantitative analysis, and introductory spectroscopic techniques. Breakage deposit: \$35.00. Prerequisites: none. Corequisite: Chemistry 103 or 110. Offered: each semester.

CHEMISTRY 251-252. (1-2) Staff
ANALYTICAL AND ORGANIC TECHNIQUES. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretations of results. Projects and techniques are drawn largely from analytical, synthetic, and physical organic areas. The design of synthesis procedures and separation schemes is emphasized, and rate studies are correlated to mechanisms. Analytical techniques applied include gas and liquid chromatography, infrared spectroscopy,

UV-visible spectrophotometry, nuclear magnetic resonance, and mass spectrometry. Breakage deposit: \$35.00. Prerequisites: Chemistry 150. Chemistry 251 is prerequisite to Chemistry 252. Corequisites: Chemistry 210-211. Offered: 251 in the fall semester, 252 in the spring semester.

CHEMISTRY 351-352. (2-2) Staff
ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352, 451-452 form a four-semester sequence in which students work one semester with each of the five members of the department. Breakage deposit: \$35.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 385. (1) Staff
INTRODUCTION TO HONORS RESEARCH. The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who will supervise the honors research project in Chemistry 461-462. Prerequisite: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

CHEMISTRY 451-452. (2-2) Staff
ADVANCED LABORATORY II. The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$35.00. Prerequisite: Chemistry 352. Corequisite: Chemistry 401. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3) Staff
HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 385, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Prerequisite: Chemistry 352, Chemistry 385, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3) Staff
HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 385, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Prerequisite: Chemistry 461 and consent of the instructor. Offered: on demand.

CLASSICS

Professor Emeritus Thompson; Professors Arieti^S, Tucker; Associate Professor Brinkley

The requirements for a major in Greek are at least 18 hours in Greek above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201. The requirements for a major in Latin are at least 18 hours in Latin above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201.

A concentration in Greek and Latin will require at least 12 hours in each language, including six hours in one at the 300 level or above; Philosophy 301; Fine Arts 201; History 301, 302.

The requirements for a major in Classical Studies are at least 6 hours of Greek or Latin above the elementary level and 24 hours to be selected from the following: courses in the Greek and Latin languages and in Classical Studies; Philosophy 301; History 301, 302; Fine Arts 201. None of the thirty hours taken to satisfy the requirements for this major may be used in the Humanities portion of the distribution requirements.

GREEK

GREEK 101-102. (3-3)

Brinkley

ELEMENTARY GREEK. This course advances the student rapidly into the reading of classical and New Testament Greek texts by combining a uniquely ordered study of forms, vocabulary, and syntax with carefully chosen illustrative reading material, which consists almost entirely of authentic passages from ancient texts. Considerable attention is given to developing sound appreciation of Greek cultural values by exhaustive study of significant vocabulary. Emphasis is given to the development of the student's command of English grammar, diction, and vocabulary by comparative and contrastive exercises. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3)

Tucker

INTERMEDIATE GREEK. Reading and analysis of selections from Greek prose and verse, and a continuing study of grammar and

vocabulary. Prerequisite: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301. (3)

Brinkley

THE GREEK NEW TESTAMENT. Passages from the Synoptic Gospels and *Acts* are read, and a survey of the peculiarities of *koiné* Greek is made. Attention will be given to textual problems, especially those which have theological implications. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 302. (3)

Brinkley

GREEK DRAMA. Representative plays of Aeschylus, Sophocles, Euripides, or Aristophanes will be read and discussed as dramatic pieces and in their relation to the origin of tragedy and comedy and the development of the theatre. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 303-304. (3-3)

Arieti

GREEK HISTORIANS. Selections from the major historians will be read, with emphasis on developing the student's capacity to read Greek prose and on his appreciation of the writers' contributions to Western historiography. Some parallel reading in English is required. Prerequisites: Greek 201-202. It is further suggested that the student have had or be enrolled in History 301. Offered: on sufficient demand.

GREEK 305-308. (3 each semester)

Staff

ADVANCED READINGS IN GREEK LITERATURE. The reading and discussion of selected works of Greek literature, chosen according to the needs of the class. Among authors that may be selected are Homer, Plato, Plutarch, Lucian, and the Athenian orators. Prerequisites: Greek 201-202. Offered: on sufficient demand.

LATIN

LATIN 101-102. (3-3)

Tucker

ELEMENTARY LATIN. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on

expanding the student's vocabulary and grasp of language structure. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3) *Arieti*

INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301-302. (3-3) *Arieti*

MASTERPIECES OF LATIN LITERATURE. A survey of Latin literature of the Republic and the Empire. Prerequisite for 301: Latin 201-202 or equivalent. Prerequisite for 302: 301. Offered: 301 in the fall semester; 302 in the spring semester.

LATIN 401-408. (3 each semester) *Staff*

ADVANCED READINGS IN LATIN LITERATURE. The courses will be devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epigraphy, history. Prerequisite: Latin 301-302 or equivalent. Offered: on sufficient demand.

LATIN 411. (3) *Brinkley*

LATIN COMPOSITION AND GRAMMAR. Prerequisites: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

LATIN 412. (3) *Thompson*

LATIN PALAEOGRAPHY. Prerequisite: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek.

CLASSICAL STUDIES 201. (3) *Thompson*

ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a

study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen. Offered: each semester.

CLASSICAL STUDIES 202. (3) *Brinkley*

CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: alternate spring semesters.

CLASSICAL STUDIES 203. (3) *Tucker*

GREEK LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Greek literature. Literary themes and techniques will be considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3) *Tucker*

LATIN LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Latin literature. Literary themes and techniques will be considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

CLASSICAL STUDIES 301. (3) *Arieti*

HUMANISM IN ANTIQUITY. An intellectual history of the ancient world, ranging from Hesiod's *Theogony*—an account of the genesis of the Greek Gods—to Boethius, the man who undertook to synthesize Plato and Aristotle. Readings include works by major figures, like Herodotus, Plato, and Augustine, as well as some by minor figures, like Minucius Felix and Basil. Emphasis will be placed on such questions as what the ancients meant by "happiness," "human," and "nature," and how their views developed under paganism and Christianity. Prerequisites: Any of the following: Humanities 101, History 301, 302, Latin or Greek at the 200 level or above, Classical Studies 203, 204 or permission of the

ECONOMICS

instructor. Offered in spring semester of alternate years.

HISTORY 301. (3) *Brinkley*
GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and will not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester.

HISTORY 302. (3) *Brinkley*
ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. Special attention is given to the development of the civil law and the origin of basic Western legal concepts. This course does not assume a knowledge of Latin and will not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester.

LINGUISTICS 301. (3) *Brinkley*
DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3) *Brinkley*
HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 341. Offered: on sufficient demand.

Associate Professors Gibson, Hendley, Townsend; Assistant Professors Csaplar, Carilli; Visiting Assistant Professor Prell; Lecturers Stern, Mitchell

The requirements for all students majoring in Economics are 27 hours in Economics, to include Economics 301 and 303, and, in addition, Mathematics 121 and 111. Students are expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year. Beyond these specific courses, the student may choose between concentrations in General Economics and in Management Economics. The General Economics concentration requires the student to take Economics 401 and 402. For the Management Economics concentration, the student must take Economics 221, 222, 421, and 422. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS 101. (3) *Staff*
INTRODUCTION TO ECONOMICS. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (3) *Staff*
MONEY AND BANKING. Analysis of the fractional reserve banking system, its place in financial markets and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policies are examined in the light of Macroeconomic theory. Prerequisite: Economics 101. May not be taken by a student who has had Economics 303, except with permission of the instructor. Offered: each semester.

ECONOMICS 201. (3) *Prell*
COMPARATIVE ECONOMIC SYSTEMS. An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 203. (3) *Staff*
GENERAL ECONOMIC HISTORY. Study of the origins and spread of modern economic

growth in Western Europe and North America, with emphasis on 18th and 19th century experience. Prerequisites: Economics 101. Offered: on demand.

ECONOMICS 204. (3) Staff
TOPICS IN ECONOMIC HISTORY. Selected topics of historical and economic significance are examined using the tools of economics. Prerequisites: Economics 101. Offered: on demand.

ECONOMICS 205. (3) Townsend
HISTORY OF ECONOMIC THOUGHT. A survey of the development of economics from mercantilism through marginalism. Emphasis will be on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 206. (3) Townsend
TOPICS IN HISTORY OF ECONOMIC THOUGHT. This course explores methodological and topical subjects in the history of economics. Prerequisite: Economics 101. Offered: on demand.

ECONOMICS 208. (3) Hendley
PUBLIC FINANCE. An analysis of the process of government decision-making and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 210. (3) Prell
ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 212. (3) Townsend
ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies will be used to illustrate, and will require use of, the concepts of

public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 213. (3) Hendley
ECONOMICS OF THE LAW. Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 214. (3) Csaplar
INTRODUCTION TO INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST. An examination of the structure, conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics 101. Offered: spring semester of even years.

ECONOMICS 220. (3) Stern
CORPORATION FINANCE. The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Prerequisite: Economics 101; Economics 221 (or equivalent) is recommended but not required. Offered: fall semester.

ECONOMICS 221. (3) Gibson
MANAGEMENT ACCOUNTING AND ANALYSIS. Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis will be placed on managerial accounting techniques. Prerequisites: Economics 101 and sophomore standing. Offered: both semesters.

ECONOMICS 222. (3) Gibson
NATURE, MANAGEMENT, AND ENVIRONMENT OF BUSINESS. An introductory survey of the organization and management of the business enterprise, with an emphasis on the functional areas. Prerequisites: Economics 101 and sophomore standing. Offered: fall semester.

ECONOMICS 231. (3) *Gibson*
FINANCIAL ACCOUNTING AND ANALYSIS. A comprehensive introduction to the fundamental principles and procedures of financial accounting. Course emphasis will be placed on the description, derivation, and interpretation of the primary financial statements. Prerequisite: Economics 101. Offered: fall semester. Note: Economics 231 will not fulfill the accounting requirement for the Management Economics concentration; only Economics 221 will fulfill that requirement.

ECONOMICS 260. (3) *Csaplar*
INTERNATIONAL ECONOMICS. Examination of the basis of international trade, the balance of international payments and adjustment mechanisms. Application of the theory to current problems of international payments and trade. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 301. (3) *Carilli, Townsend*
MICROECONOMIC THEORY. A study of the theory of consumer behavior, production, and pricing; comparison of resource allocation in competitive and noncompetitive markets. Prerequisite: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 303. (3) *Csaplar, Prell*
MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisite: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 306. (3) *Carilli*
ELEMENTS OF ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive reading of empirical work in economic literature. Prerequisites: Economics 101 and Mathematics 121. Offered: spring semester.

ECONOMICS 308. (3) *Townsend*
MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained

optimization models. Prerequisites: Economics 301 and Mathematics 141. Offered: spring semester of even years.

ECONOMICS 401. (3) *Townsend*
SEMINAR IN INTERMEDIATE ECONOMIC ANALYSIS. Application of macroeconomic and microeconomic decision tools to problems of business cycles and forecasting. A capstone course in economics, the seminar enables students to use the tools of intermediate theory as devices for dynamically modeling the economy and forecasting trends in economic activity. Prerequisites: Economics 301 and 303. Offered: fall semester.

ECONOMICS 402. (3) *Hendley*
SEMINAR IN PUBLIC POLICY ANALYSIS. A seminar designed primarily for seniors concentrating in General Economics and intended to explore the application of economic analysis to a variety of public-policy issues. Prerequisites: Economics 301 and 401 or permission of the instructor. Offered: spring semester.

ECONOMICS 421. (3) *Carilli*
MANAGERIAL ECONOMICS. Application of microeconomic decision tools to managerial problems of the firm. The class time will be divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

ECONOMICS 422. (3) *Gibson*
SEMINAR IN BUSINESS PROBLEMS. The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisites: Economics 221, 222, and senior standing or permission of the instructor. Offered: spring semester.

ENGLISH

CONCENTRATION IN ECONOMICS WITH MATHEMATICS

The Departments of Economics and Mathematics offer a concentration in Economics with Mathematics for students interested primarily in the quantitative aspects of Economics. The concentration consists of the following courses:

- ECONOMICS 101.
- ECONOMICS 301, 303.
- ECONOMICS 306, 308.
- Two elective courses in Economics.
- MATHEMATICS 121, 141, 142.
- MATHEMATICS 231, 242.
- COMPUTER SCIENCE 221.

With the permission of the two departments, a student may substitute within the same discipline for the above courses. A substitution must, however, be consistent with the concentration's objective of a tightly integrated program grounding the student in the mathematical concepts most widely used in Economics, and exploring the areas of Economics best illustrating the application of quantitative techniques.

Professors Bagby, S. Colley, Martin, SimpsonS; Associate Professors Saunders, Schiffer; Lecturer Rboads; Poet-in-Residence and Lecturer T. O'Grady

The requirements for a major in English are 30 hours, including two semesters each of History of English Literature (211-212), American Literature (221-222) and Shakespeare (333-334); a genre course; a period course; a single-author course other than Shakespeare. In addition to those thirty hours, majors must take one course in British History (201-202). At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. English courses taken at other institutions and presented for major credit must be approved in writing by the Department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

ENGLISH 204. (3) *Bagby*
AMERICAN NATURE WRITING. A study of selected American works which deal with the relationship between man and the natural world. The course is an examination of American attitudes toward the uses of nature—as a source of delight, of ethical wisdom, and of revelation in some larger sense—and of the methods by which the individual can prepare himself to receive such benefits. Authors to be considered include Cooper, Emerson, Thoreau, Dickinson, Frost, Hemingway, and Faulkner. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 206. (3) *Martin*
LITERATURE AND YOUTH. A study of the *Bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Wolfe, Ellison, Hemingway, Updike, Conrad, and others. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 207. (3) *Martin*
LITERATURE OF WAR. Major literary works concerning war are studied, with spe-

cial attention to the ways in which war has occasioned great literature and to such recurring themes as suffering and heroism. Reading is concentrated in works of the nineteenth and twentieth centuries, but includes works of the ancient, medieval, and Renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, and Vonnegut. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 209. (3) *Simpson*
THE SHORT NOVEL. This course will include British, European, American, and South American authors and works. Students will read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Gabriel García Márquez. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 211-212. (3-3) *Staff*
THE HISTORY OF ENGLISH LITERATURE. The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 211 in the fall semester; 212 in the spring semester.

ENGLISH 221-222. (3-3) *Bagby, Simpson*
AMERICAN LITERATURE. A general study of American literature from colonial times through the Civil War (221) and from the Civil War to the present (222). The emphasis is upon major figures: Hawthorne, Melville, Emerson, and Thoreau; and Whitman, Dickinson, Twain, James, Frost, and Faulkner. Prerequisite: none. Offered: 221 in fall semester, 222 in spring.

ENGLISH 224. (3) *Staff*
INTRODUCTION TO AFRO-AMERICAN LITERATURE. The works of major black American authors are treated historically and

critically, with the aim of understanding what "the American experience" has meant to Afro-Americans. Poetry (from Dunbar to Don L. Lee) and fiction (from Toomer to Baldwin) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: on sufficient demand.

WRITING COURSES

ENGLISH 231. (3) *T. O'Grady*
INTRODUCTORY CREATIVE WRITING: POETRY. A workshop in the craft of writing poetry. The general approach will be to examine selected short works as models and to present copies of student writing to the class for discussion and criticism. Prerequisite: none. Offered: fall semester.

ENGLISH 233. (3) *Staff*
INTRODUCTORY CREATIVE WRITING: FICTION. A workshop in the discipline of writing fiction. Students will study the techniques of short-story writers such as Anton Chekhov and Eudora Welty to use as models in the writing of their own stories. Prerequisite: none. Offered: fall semester.

ENGLISH 235. (3) *Martin*
THE ART OF THE ESSAY. A workshop in the craft of modern essay writing. Students will examine classic and experimental essays for technique and content. Emphasis will be placed on individual style, but imitation of selected works will be encouraged. Prerequisites: Rhetoric 101-102 and consent of the instructor. Offered: on sufficient demand.

ENGLISH 236. (3) *Staff*
ADVANCED CREATIVE WRITING: FICTION. A workshop in the craft of writing fiction. Students move from brief assignments emphasizing the elements of fiction—description, point of view, character, and plot—to the writing of short stories. Prerequisite: English 233 or consent of the instructor. Offered: spring semester.

ENGLISH 238. (3) *T. O'Grady*
ADVANCED CREATIVE WRITING: POETRY. A workshop in the craft and art of writing poetry. Classes are a mix of open

readings and criticism of student poems, reports, and tutorials. Students are asked to compose a chapbook-length portfolio of their own poetry by the end of the semester. Prerequisite: English 231 or consent of the instructor. Offered: spring semester

PERIOD COURSES

ENGLISH 300. (3) *Martin*
MEDIEVAL ENGLISH LITERATURE. A study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings will be in modern translation; knowledge of the Old English and Middle English languages is not required. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 301. (3) *Schiffer*
LITERATURE OF THE ENGLISH RENAISSANCE. Masterpieces of Tudor and Stuart literature (exclusive of Shakespeare and Milton) will be treated in relation to the historical, cultural, and intellectual milieu of the Renaissance in England, 1485-1660. Readings will include works of poetry, drama, fiction, and prose non-fiction by More, Sidney, Spenser, Marlowe, Donne, Jonson, and others. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 302. (3) *Saunders*
EIGHTEENTH-CENTURY LITERATURE. A critical study of the major writers of the eighteenth century, particularly Pope, Swift and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic era. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry, and miscellaneous prose. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 303. (3) *Bagby*
THE ENGLISH ROMANTICS. The six major Romantics—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also

to the continuing struggle of "the Romantic imagination." Prerequisite: none. Offered: fall semester of even years.

ENGLISH 304. (3) *Saunders*
VICTORIAN LITERATURE. This course concentrates on the major Victorian poets—Browning, Tennyson, and Arnold—and samples the minor ones. It examines the prose writings of Carlyle, Darwin, Mill, and Arnold; and it peeks into the prose fiction of at least one significant Victorian novelist—probably Dickens. Prerequisite: none. Offered: fall semester of even years.

GENRE COURSES

ENGLISH 311. (3) *Staff*
EPIC WRITING IN ENGLISH AND AMERICAN LITERATURE. This study of the epic tradition starts with a brief glance at the classical epic and then focuses on epic writing in English and American literature. Readings may include *Beowulf*, *Morte D'Arthur*, *Paradise Lost*, *Moby-Dick*, and selections from heroic poems. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 313. (3) *Staff*
ENGLISH DRAMA. A survey of English drama, exclusive of Shakespeare. The nature and origins of drama as a literary genre are studied, with attention to the characteristics of tragedy, comedy, and other types. Readings include representative plays from the medieval, Renaissance, Restoration, neoclassical, Romantic, and Victorian periods. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 314. (3) *Simpson*
MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, García Lorca, Brecht, Tennessee Williams, and Arthur Miller. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 316. (3) *Bagby*
MODERN BRITISH AND AMERICAN POETRY. A critical study of major poets of the twentieth century, such as Yeats, Eliot, Frost, Williams, Stevens, Hughes, and

Ammons. It is intended less as a historical overview than as a close examination of the poetic worlds of the individual writers. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 317. (3) *Simpson*

ENGLISH NOVEL. The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read include Austen, the Brontë sisters, Dickens, Thackeray, and Hardy. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 318. (3) *Simpson*

MODERN BRITISH AND AMERICAN NOVEL. Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 320. (3) *Simpson*

THE SHORT STORY. Readings are drawn from American, British, and European short stories, and from criticism and theory of fiction. Authors may include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; Joyce, Saki, Maugham, Mansfield, D. H. Lawrence, and H. G. Wells; Maupassant, Chekhov, Pushkin, Kafka, García Márquez, and Thomas Mann. Prerequisite: none. Offered: spring semester of odd years.

SINGLE-AUTHOR COURSES

ENGLISH 330. (3) *Martin*

CHAUCER. *The Canterbury Tales, Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 333-334. (3-3) *Schiffer*

SHAKESPEARE. The early comedies, histories, and tragedies; the sonnets; and *Venus and Adonis* and *The Rape of Lucrece* are treated in first semester. The "problem plays," the great tragedies, and the romances are read

in second semester. Both courses stress the development of Shakespeare as a literary artist. Prerequisite: none. Offered: 333 in the fall semester; 334 in the spring semester.

ENGLISH 335. (3) *Schiffer*

MILTON. A study of Milton's poetry, with emphasis upon *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* as a trilogy. Milton's life and his prose are considered insofar as they contribute to an understanding of his thought and poetic achievement. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 337. (3)

Saunders

DICKENS. A study of Dickens's novels and his development as a writer, focusing primarily on the evolution of his style and characterizations, but with some attention also to special topics like Dickens's humor, his social themes, and the serial publication of the novels. At least one of the long novels (e.g., *Bleak House*) will be read throughout the semester in its serial parts. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 338. (3)

Simpson

FAULKNER. An early novel, the four great novels of his "second period," several significant short stories, and a number of articles and poems are among the readings from Faulkner's work intended to display his diverse talents, multiple themes, and innovative techniques. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 339. (3)

Martin

HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Prerequisite: none. Offered: fall semester of odd years.

FINE ARTS

LANGUAGE AND CRITICISM

ENGLISH 401. (3) *Brinkley*
HISTORY OF THE ENGLISH LANGUAGE.

A general introduction to the English language as modern linguistics defines and describes the evolutionary forces that have determined its sound- and form-systems, syntax, and vocabulary. Considerable attention is paid to identifying the diagnostic features of the various phases in the development of the language, to the social and other non-linguistic factors in language development, and to the peculiar history of American English and its dialects. Prerequisite: none, but English 211-212 is strongly recommended. Offered: on sufficient demand.

SEE ALSO Classical Studies 201, English Etymology; and Linguistics 301 and 302, Descriptive and Historical Linguistics.

ENGLISH 405. (3) *Staff*
LITERARY CRITICISM. A study of critical theories from Aristotle to the present, especially of modern trends in criticism, and an introduction to the practice of critical techniques. An attempt is made to arrive at a reasonably comprehensive and synthesizing view of our literary heritage, both English and American. Prerequisite: none. Offered: on sufficient demand.

Professor Emeritus Thompson; Professors Coy, Kidd; Adjunct Professor C. H. Colley; Assistant Professor Lewis

FINE ARTS 101. (1) *Kidd*

MUSIC READING AND SINGING. The purpose of this course is to teach the ability to read music by applying in all class drill and practice the movable-do system of solmization and the English system of chanted and sung rhythmic syllables. Students will practice reading music, in treble and bass clefs, of graded difficulty. Fundamentals of singing will also be studied and applied. Prerequisite: none. Offered: every semester.

FINE ARTS 103. (3) *Kidd*

INTRODUCTION TO MUSIC LITERATURE. The aim of this course is to develop listening skills, musical understanding, and knowledge of the standard repertoire. It examines music in its historical and cultural contexts through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: every semester.

FINE ARTS 105. (3) *Colley, Lewis*

INTRODUCTION TO THE VISUAL ARTS. This is an introductory course in art appreciation, involving study and analysis of the various visual arts and their historical and contemporary relationship to society. No special artistic ability is required. The course is open to all students. Prerequisite: none. Offered: every semester.

FINE ARTS 201-202. (3-3) *Thompson*

THE HISTORY OF ART. This course is designed to promote the enjoyment of the fine arts — painting, architecture, and sculpture. A knowledge of ancient, medieval, and modern history and of ancient and modern languages is useful as background information but is not a requirement. Fine Arts 202 may include a spring trip to the Washington galleries. Not open to freshmen. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

FINE ARTS 206. (3) *Lewis*
WESTERN ART OF THE 19TH AND 20TH CENTURIES. This course focuses on the painting, sculpture, and architecture of Europe and North America in the modern age, presented in the context of contemporaneous philosophical thought and historical events. Prerequisite: Fine Arts 105, 201, or 202. Offered: spring semester.

FINE ARTS 207. (3) *Coy*
INTRODUCTION TO THEATRE. This course is designed for students interested in understanding plays in the context of theatre history and of performance circumstances. Previous theatrical experience is desirable but not necessary. Plays to be read will be drawn from various periods of history and types of drama, from the Greeks to the Theatre of the Absurd. Scenes may be performed, with the emphasis upon interpretation rather than mechanics or technique. Prerequisite: none. Offered: each semester.

FINE ARTS 211-212. (3-3) *Kidd*
FUNDAMENTALS OF MUSIC THEORY. These courses are designed to teach the theoretical fundamentals of music as well as to develop elementary music reading, writing, and analytical skills. Class regularly involves critical listening, exercises in music reading and writing, and singing. Topics covered include: notation, keys, scales, intervals, harmonic functions, basic counterpoint, basic musical forms, sight-reading, keyboard, melodic-rhythmic dictation, and score study. Fine Arts 212, as an advanced continuation of 211, concentrates on study and analysis of the larger musical forms. Prerequisite: Fine Arts 103 or permission of the instructor. Fine Arts 211 is the normal prerequisite for Fine Arts 212. Offered: 211 in the fall semester, 212 in the spring semester.

FINE ARTS 215. (3) *Lewis*
BEGINNING DRAWING. This is a studio course, concerned with the development of basic drawing skills in accordance with the concepts of art. Prerequisite: none. Offered: every semester.

FINE ARTS 217. (3) *Lewis*
BEGINNING PAINTING. This is a studio course, intended as an introduction to the history of painting through projects which trace the evolution of painting processes. Prerequisite: Fine Arts 215, or permission of the instructor. Offered: on sufficient demand.

FINE ARTS 302. (3) *Kidd*
TOPICS IN MUSIC HISTORY. This course goes to considerable depth in the selected topic, such as music for the keyboard, chamber music, opera, the works of a single composer or stylistic period. The course emphasizes analysis and interpretation through several written reports, listening and discussion in class, and outside listening. Prerequisite: Fine Arts 103 or permission of instructor. Offered: spring semester.

FINE ARTS 315. (3) *Lewis*
INTERMEDIATE DRAWING. This is a studio course which focuses upon identifying style, improving visual memory, using varied drawing materials, developing appropriate images to illuminate or illustrate text, and working from the human figure. Prerequisite: Fine Arts 215. Offered: on sufficient demand.

FINE ARTS 321. (3) *Coy*
THEORY AND PRACTICE OF THEATRE. The first portion of the course will concentrate on the theory and practice of the most central of all theatre activities, acting, with specific study of the influence of Stanislavsky. The final weeks of the course will, according to the interests of individual students, offer opportunities for studying the theory and practice of directing, (more) acting, lighting, set design, theatre design and playwriting. Prerequisite: Fine Arts 207 or consent of the instructor. Offered in both fall and spring semesters.

HEALTH & RECREATION

No hours of credit in Health & Recreation are allowed toward the satisfaction of the 120 hours required for a degree.

PHYSICAL EDUCATION 301. (2) Staff PREVENTION AND CARE OF

ATHLETIC INJURIES. A general study of prevention, emergency management, and rehabilitation of injuries related to athletics. Laboratory experience in preventive/supportive strapping, rehabilitation and treatment. Scientific basis of conditioning training, as well as psychogenic factors involved in athletics and sports medicine will be discussed. Students will be required to gain 20 hours of practical laboratory experience either assisting the Head Athletic Trainer in the athletic training room or at selected varsity practice sessions. Elective for sophomores, juniors, and seniors. Prerequisite: none. Offered: each semester.

LIFETIME SPORTS.

A general course in the fundamentals of racquetball, squash, tennis, golf, and weight-training. Elective for all students. Prerequisite: none.

HISTORY

Professors Heinemann, Laine, Simms; Associate Professors Fitch, Prazniak; Assistant Professor Hattox; Visiting Assistant Professor Pilkington; Lecturer Langlois

The requirements for a major in History are 33 hours in history courses, including History 101-102 and 499. Of the remaining 24 hours, 9 must be in the field of United States history and 9 in any field outside United States history.

All 300 and 400 level courses are open only to juniors and seniors or with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the History department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines. Special topics are offered in History 485, 490.

HISTORY 101-102. (3-3) Hattox, Laine, Langlois, Pilkington, Prazniak, Simms

WESTERN CIVILIZATION. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than their junior year. It is a natural sequel to Humanities 101-102 (Western Tradition). Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 111-112. (3-3) Fitch, Heinemann, Pilkington

UNITED STATES. The first semester is confined to the period from the establishment of the colonies to the close of the Civil War, with emphasis on the period following 1763, especially the years 1830-1860. The second semester begins with Reconstruction and goes through World War II with emphasis on the rise of progressivism and the New Deal. If time permits, developments in the post-war period will be considered. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 180. (3)*Heinemann*

THE CIVIL RIGHTS MOVEMENT. An investigation of the origins, development, and results of the movement which ended legal racial discrimination in America. The seminar will look at the "Jim Crow" system of segregation, civil rights leaders and organizations, and their opposition. The television documentary "Eyes on the Prize" will be a primary source, along with other films and books. Open to freshmen only.

HISTORY 201-202. (3-3)*Laine***ENGLAND AND THE BRITISH EMPIRE.**

The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203-204. (3-3)*Simms*

RUSSIA. The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present. Prerequisite: Open only to juniors and seniors, or with the permission of the instructor. Offered: 203 in the fall semester; 204 in the spring semester.

HISTORY 205-206. (3-3)*Prazniak*

EAST ASIA. Beginning with the evolution of an East Asian cultural sphere from the second millennium B.C. to the sixteenth century, this course surveys the historical developments which shaped the societies of China, Japan, and Korea. The second semester focuses on the East Asian encounter with Western European civilization and the experiences of China and Japan as they sought to incorporate the science and technology of Western origins into their own cultural traditions and national needs. Topics include Confucian society, Japanese feudalism, the Opium War, the Chinese Communist Revolution, and the emergence of Japan as a world economic power. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester.

HISTORY 207-208. (3-3)*Hattox*

MIDDLE EAST SURVEY. The Arab East, Turkey, and Iran in the Islamic age. The first semester will cover the life and mission of Muhammad, Islam as a religion, medieval Islamic civilization, the coming of the Turks, the crusades, and the development and decline of the Ottoman Empire. The second semester will cover the challenge of the West, the problems of modernization, the development of nationalism, the Arab-Israeli conflict, and the rebirth of Islamic fundamentalism as a political force. Prerequisite: None.

HISTORY 211. (3)*Fitch*

COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the economic, social, and political institutions of colonial America, and to the origins of the Revolution. Prerequisite: none.

HISTORY 212. (3)*Fitch*

THE AGE OF THE AMERICAN REVOLUTION, 1763-1815. A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 213-214. (3-3)*Heinemann*

CIVIL WAR AND RECONSTRUCTION. The United States from the War of 1812 to the Compromise of 1877. The first semester studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. The second semester investigates the waging of war, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Offered: 213 in the fall semester; 214 in the spring semester.

HISTORY 215-216. (3-3)*Heinemann*

TWENTIETH CENTURY AMERICA. The United States from 1900 to the present. The first semester (1900-1939) covers the responses of Americans to modernization,

with emphasis on the reform movements of Progressivism and the New Deal. The themes of foreign involvement and domestic crisis highlight the second semester. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

GREEK HISTORY 301. (3) *See Classical Studies.*

ROMAN HISTORY 302. (3) *See Classical Studies.*

HISTORY 304. (3) *Hattox*
MEDIEVAL CIVILIZATION. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Offered: fall semester.

HISTORY 306 (3) *Simms*
TWENTIETH CENTURY EUROPE. A study of European history from 1914 to 1945, including such topics as World War I, the Treaty of Versailles, the advent of Nazism, the diplomatic events of the 1930's, and World War II. This course will utilize lectures, classroom discussions, and several films. Permission of instructor required. Offered: spring semester.

HISTORY 313. (3) *Fitch*
HISTORY OF AMERICAN FOREIGN RELATIONS. A survey of America's role in foreign affairs from the formation of the republic to the contemporary period. Emphasis will be given to the nature of American interests and the interplay between ideals and self-interests as America experienced the transition from a small power to great power status. Prerequisite: none.

HISTORY 315-316. (3-3) *Fitch*
AMERICAN INTELLECTUAL HISTORY. This course provides an intensive examination of ideas in America from the colonial era to the present, dividing around the mid-nineteenth century. Emphasis is given to the development of major patterns of thought in America and the impact of these ideas upon

institutions and values. Specific topics will be chosen to illustrate the particular configuration of political, social, economic, religious, and philosophical movements in America. Prerequisite: none. Offered: 315 in the fall semester; 316 in the spring semester.

HISTORY 317. (3) *Heinemann*
THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none.

HISTORY 318. (3) *Heinemann*
BLACK AMERICA. A study of the Negro's contribution to American history and culture, both individually and collectively. Emphasis is given to the institutions of slavery and segregation, black leadership, and the black protest movement. Prerequisite: none.

HISTORY 407. (3) *Laine*
TUDOR AND STUART BRITAIN. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due consideration is given to the intellectual, religious, economic, and social changes which produced the constitutional development. Prerequisites: History 201-202 or permission of instructor.

HISTORY 408. (3) *Laine*
THE AGE OF HUMANISM AND REFORMATION. A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions, with particular attention to intellectual movements from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation. Prerequisites: open to seniors; juniors with permission of instructor.

HISTORY 409. (3)*Langlois*

THE FRENCH REVOLUTION. This course examines the origins of the French Revolution, follows the transformation of its ideals in response to war and counter-revolution, and assesses its long-range achievements from 1789 through the Consulate. It also considers why the revolutionary model and tradition have been a recurrent theme in French history throughout the 19th and 20th centuries. Open to juniors and seniors, or by permission of the instructor. Prerequisite: History 101-102.

HISTORY 411. (3)*Simms*

RUSSIAN LITERATURE IN HISTORICAL PERSPECTIVE. A survey of Russian literature from 1825 to the present in its historical context. The literature selected will have particular significance to the history of a given period, *i.e.*, how it both reflects and affects the basic themes of Russian history. Prerequisite: History 203 or History 204 or permission of instructor.

HISTORY 412. (3)*Heinemann***TOPICS IN RECENT AMERICAN**

HISTORY. A seminar investigating selected topics in twentieth century American life and politics, utilizing readings, student papers, and class discussions. Open to juniors and seniors. Prerequisite: none.

HISTORY 420. (3)*Staff***TOPICS IN COMPARATIVE HISTORY.**

A Seminar investigating selected topics in cross-societal, historical studies. Topics to be offered may include: Revolution in Russia and China; The Enlightenment in Europe and America; Colonialism; Urban Society in Europe and the United States; Themes in European and Asian Development. Prerequisite: Western Civilization/Humanities 101-102, or the consent of the instructor(s).

HISTORY 499. (3)*Staff*

COLLOQUIUM. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in Asian, European, or American history. Students are expected to participate regularly in class discussions of assigned readings; to make occasional oral

reports on specific topics; and to write a number of analytical essays of short to moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). Normally, two colloquia—one American, one non-American—are offered each semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior history majors. Prerequisites: Students who enroll in a European 499 should normally have completed History 101-102; students who enroll in an American 499 should normally have completed a 100 or 200 level course covering at least part of the time-frame or subject of the colloquium. Among topics covered in the Asian Colloquium: Communism in China; in the European Colloquium: war and society, Henry VIII and the Reformation, Nazism: historical and religious dimensions; and in the American Colloquium: studies in Revolutionary America, leadership in the twentieth century, and the Vietnam War.

HISTORY 500. (3)*Staff*

SENIOR THESIS. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis will investigate in detail some historical topic of interest to the student. The student will work under the guidance of a member of the History department in selecting, researching, and writing his essay. Prerequisite: History 499.

HISTORY HONORS

To be eligible for History Departmental Honors, the student must normally have a 3.3 average for his history courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300 or 400 level history course. After taking History 499 by the fall of his senior year and receiving a grade no lower than a B+, he enrolls in History 500. The Honors Council and History Department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than a B+. At the end of the spring semester, he must defend his thesis

HUMANITIES

orally before a committee consisting of two professors from the History Department and a third professor chosen from another department by the student with the advice of his advisor and the Honors Council. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Honors in History.

Faculty of the Departments of Classics, English, Fine Arts, History, Modern Languages, Philosophy, and Religion

The requirement for the Humanities major, including the distribution requirement in the Humanities division and the foreign language proficiency requirement, is 60 semester hours' work, as follows:

DEPARTMENT	SEMESTER HOURS
• English (200 level and above)	12
• Foreign Languages (200 level and above, in two languages, one ancient, one modern)	18
• Philosophy (301-302)	6
• Fine Arts (201-202 or 103 or 206 or 211-212 or 302)	6
• History	9
Ancient	3
Medieval	3
Additional	3
• Advanced English, Foreign Language, Philosophy, or thesis	3
• Electives in the Humanities	6

Professors Norment, Arieti^S; Adjunct Professor C. Colley; Associate Professors Brinkley, Carney, Iverson; Assistant Professors Deis, Frye, R. Hall, P. Wilson

The Humanities program consists of courses which bridge traditional departmental divisions and which deal with issues and areas of knowledge of general human concern. The staff is composed of members of various Humanities and Social Sciences departments.

HUMANITIES 101-102. (3-3) Staff
WESTERN TRADITION. Western Tradition 101-102 is an introductory humanities course in which major thinkers and issues of the Western cultural heritage are studied. It deals with the civilization of ancient Greece and Rome, the Biblical tradition, the European Middle Ages, and the age of the Renaissance and the Protestant Reformation. Attention is given to history, philosophy, religion, literature, the arts, and political and economic thought. Classwork consists of lecture sessions, in which all participants meet together,

INTERDISCIPLINARY STUDIES

and discussion sections, for which small groups meet with faculty leaders. (History 101-102 is a natural sequel to this course.) Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

INTERDISCIPLINARY STUDIES 230. (3)
Martin

PARIS IN THE TWENTIES. This course is a study of the literature written in (or about) the great artistic center, Paris, during the flamboyant and creative years from the end of the Great War to the Crash (1918-1929). The primary focus will be modern literature and its cultural background, but attention will also be given to other modern arts—painting, music—and to politics, society, and the way of life in post-war Paris. Readings include works by F. Scott Fitzgerald, Gertrude Stein, Ernest Hemingway, Malcolm Cowley, and others who lived and worked in Paris in the nineteen-twenties. Prerequisite: none. Offered: spring short term.

INTERDISCIPLINARY STUDIES 465. (3)
S.V. Wilson

AN OVERVIEW OF U.S. NATIONAL INTELLIGENCE. This course provides a basic overview of the nature and purpose of U.S. foreign intelligence institutions and activities in support of foreign policy and national security in the closing years of the 20th century. Central themes include the critical need for sound and timely intelligence in the formulation and conduct of U.S. foreign policy; the historical evolution of U.S. intelligence from colonial times to the present; moral and legal constraints imposed upon intelligence in an open, democratic society; guidelines for preparing for a professional career in intelligence, with emphasis on the value of a broadly based, liberal arts education. Extensive use is made of the case study approach for illustrative purposes. Each student will be required to prepare and present an intelligence analysis on a selected area of potential threat to U.S. foreign policy interests. Prerequisite: completion of the core requirements or permission of the instructor.

INTERDISCIPLINARY STUDIES 475. (3)
Barrus

LEADERSHIP. This course analyzes the nature, methods, and problems of leadership. It considers the political, psychological, and moral foundations and social and historical determinants of effective leadership, and evaluates the qualities of mind and character of successful leaders past and present. The course

INTERSCIENCE

draws from the analytic approaches to the subject of leadership in the disciplines of political science, history, and psychology. It examines treatments of leadership in literature. It focuses on leadership in democratic societies, with particular emphasis on examples of leadership in American political and military history. Case studies are drawn from contemporary problems of leadership in business and politics. Prerequisite: completion of the core requirements or permission of the instructor. Offered: fall semester.

Faculty of the Departments of Biology, Chemistry, Mathematics, and Physics

Students may satisfy the requirements for the Interscience major as well as the Natural Science portion of the distribution requirements by following any one of the several courses of study specified below.

BIOCHEMISTRY

BIOCHEMISTRY-MOLECULAR BIOLOGY: Three of the following four courses: Biology 311 (Genetics), Biology 332 (Cell Physiology), Chemistry 320 (Biochemistry), Chemistry 318 (Medicinal). Total: 9-10 hours.

BIOLOGY: 101-102, 151-152 (General and Laboratory), 331 (Biochemistry), 334 (Advanced Biochemistry), and two courses from the following list: 215 (Cytology), 220 (Microbiology), 311 (Genetics), 332 (Cell Physiology), with the last two courses eligible only if not submitted in satisfaction of the Biochemistry-Molecular Biology area requirement above. Total: 16-17 hours.

CHEMISTRY: 110-150-120 (Concepts and Laboratory), 210-211-251-252 (Organic and Laboratory), 310 (Physical Chemistry I). Total: 19 hours.

OTHER: Physics 111-112-151-152 (General and Laboratory); Mathematics 141 (Calculus I). Total: 12 hours.

BIOPHYSICS

BIOLOGY: 101-102, 151-152 (General and Laboratory), 311 (Genetics), 331 (Biochemistry), 332 (Cell Physiology), either 220 (Microbiology) or 342 (Plant Physiology). Total: 23 hours.

PHYSICS: 103-143 (Digital Electronics), 111-112-151-152 (General Physics and Laboratory), 204 (Computer-Based Physics), 205 (Radiation Physics), 222-262 (Electronic Instrumentation and Laboratory), 412 (Optics). Total: 26 hours.

OTHER: Chemistry 110-150-120 (Concepts and Laboratory); either Chemistry 210-251

INTRODUCTORY HONORS

(Organic) or Mathematics 141 (Calculus I). Total: 12 hours.

Substitutions in the above courses of study may be made with the approval of both department chairmen in the areas of concentration. Such substitutions must not lessen the coherence of the course of study.

MATHEMATICS-PHYSICS

MATHEMATICS: 141 (Calculus I), 142 (Calculus II), 231 (Linear Algebra), and three hours at the 200 level or above. Total: 15 hours.

COMPUTER SCIENCE: 221 (Fortran Programming), 222 (Advanced Fortran Programming), and six hours at the 300 level or above. Total: 12 hours.

PHYSICS: 111-112-151-152 (General and Laboratory); 121 (Problems); 103-143 (Basic Digital Electronics and Laboratory); either 104-144 (Basic Linear and Laboratory) or 222-262 (Principles of Electronic Instrumentation and Laboratory); and eight hours at the 200 level or above. Total 25 hours.

OTHER INTERSCIENCE PROGRAMS

Other courses of study involving concentrations in Mathematics and the Natural Sciences must include Mathematics 242 and at least six semester hours in Mathematics at the 300 or 400 level. Programs must include at least 52 semester hours in Mathematics and the Natural Sciences, and meet one of the following distribution requirements: a) 42 hours in Mathematics and Biology combined; or b) 42 hours in Mathematics and Chemistry combined. The course of study must form a coherent program and must be approved by both department chairmen in the areas of concentration. The planned course of study shall be presented to the Dean of the Faculty at spring pre-registration of the sophomore year. Later substitutions in the course of study may be made with the approval of both department chairmen; such substitutions must not lessen the coherence of the course of study.

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences**HONORS 101.** (3) Staff

Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: fall semester.

HONORS 102. (3) Staff

Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: spring semester.

MATHEMATICS AND COMPUTER SCIENCE

Professors Bryce, Gaskins, Mayo; Visiting Professor Crawford; Associate Professors Koether, Pelland; Assistant Professors Berman, Rusewicz; Visiting Assistant Professor Coben

Thirty-seven hours in mathematics are required for a major in mathematics: Mathematics 141, 142, 231, 242, 431, 441, and 5 electives at or above the 200 level. Among the 37 hours must be one of the following sequences: Mathematics 431-432, 441-442, 441-444, 441-448, or 451-452. Two of the 5 electives may be computer science courses. With the approval of the department, 1 of the 5 may be a course in another department that makes extensive application of mathematics.

Forty-four hours are required for a major in mathematics and computer science: Mathematics 141, 142, 231, 242, 332, and 431; Computer Science 221, 222, 321, 322, 421, 422; and one elective chosen from the following list: Mathematics 222, 342, 344, 421, 432. In addition, Mathematics 441 is strongly recommended, especially for students considering graduate work in computer science. Students interested in majoring in mathematics and computer science should consult with the department no later than the end of their freshman year.

MATHEMATICS 100. (4) *Staff*
AN INTRODUCTION TO THE MATHEMATICAL SCIENCES. The elements of computing, elementary functions, and the fundamentals of algebra and arithmetic. Students will write programs in BASIC to illustrate fundamental principles and accordingly prepare themselves for other courses in mathematics and computer science. A student cannot receive credit for Mathematics 100 if he has passed any other college course in mathematics or computer science. Prerequisite: consent of the department. Offered: each semester.

MATHEMATICS 111. (4) *Staff*
FINITE MATHEMATICS WITH CALCULUS. Matrix arithmetic, linear programming, and an introduction to differential calculus, with motivating examples and applications from business management. A student who has passed (or is currently enrolled in) Math

231 cannot receive credit for Math 111. Prerequisite: none. Offered: each semester.

MATHEMATICS 121. (4) *Staff*
STATISTICS. Introduction to probability and statistics. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 141. (4) *Staff*
CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: none. Offered: each semester.

MATHEMATICS 142. (4) *Staff*
CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, infinite series. Prerequisite: Math 141 or the equivalent. Offered: each semester.

MATHEMATICS 211. (3) *Staff*
AN INTRODUCTION TO THE HISTORY OF MATHEMATICS. A survey, from Babylonian mathematics through Greek mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 142 or consent of the instructor. Offered: fall semester of odd years, on sufficient demand.

MATHEMATICS 222. (4) *Staff*
STATISTICAL METHODS. A project-based study of sampling distributions, estimation, and hypothesis testing. Major topics are classical and nonparametric analysis of variance, and regression analysis. Students use a variety of statistical software to produce both individual and group projects. Prerequisite: Math 121 or consent of the instructor. Offered: spring semester of odd years.

MATHEMATICS 231. (4) *Staff*
LINEAR ALGEBRA. Matrix arithmetic, vectors, abstract vector spaces, linear transformation, inner products, and eigenvalues, with some emphasis on algorithms and computing. Prerequisite: Math 142. Offered: fall semester.

MATHEMATICS 242. (4) *Staff*
CALCULUS III. Plane curves, polar coordinates, vector analysis of curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Math 231. Offered: spring semester.

MATHEMATICS 243. (3) *Staff*
DIFFERENTIAL EQUATIONS. Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Math 242 or consent of the instructor. Offered: fall semester of even years.

MATHEMATICS 331. (4) *Staff*
OPTIMIZATION. A mathematical introduction to optimization. Linear programming, integer programming, transportation and assignment problems, game theory, nonlinear programming, and decision analysis. Prerequisite: Mathematics 231. Offered: fall semester of odd years, on sufficient demand.

MATHEMATICS 332. (4) *Staff*
DISCRETE MATHEMATICS FOR COMPUTER SCIENCE. An introduction to the discrete mathematics most useful in computing and computer science. Topics introduced include: set theory, mathematical logic, graph theory, and combinatorics. Prerequisite: Math 231. Offered: spring semester of even years.

MATHEMATICS 333. (3) *Staff*
ELEMENTARY NUMBER THEORY. An introduction to the theory of numbers. Prerequisite: Math 231. Offered: fall semester of odd years, on sufficient demand.

MATHEMATICS 342. (3) *Staff*
NUMERICAL ANALYSIS. Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisite: Math 231. Offered: spring semester of even years.

MATHEMATICS 344. (3) *Staff*
APPLIED MATHEMATICS. Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisites: Math 242 or consent of the instructor. Offered: spring semester of odd years.

MATHEMATICS 421. (3) *Staff*
PROBABILITY AND STATISTICS. Probability models, moment generating functions, limit theorems, and estimation. Prerequisite: Math 242. Offered: fall semester of odd years.

MATHEMATICS 431-432. (3-3) *Staff*
ALGEBRAIC STRUCTURES. Groups, rings, fields, linear algebra, and selected topics. Prerequisite: Math 242. Offered: 431 in the fall semester; 432 spring semester of odd years.

MATHEMATICS 441. (3-3) *Staff*
INTERMEDIATE ANALYSIS. Further investigations of the calculus of one real variable. Continuity, uniform convergence, differentiation, and integration. Prerequisite: Math 242. Offered: fall semester.

MATHEMATICS 442. (3-3) *Staff*
VECTOR ANALYSIS. Line and surface integrals, classical theorems of vector analysis. Prerequisite: Math 441. Offered: spring semester of even years.

MATHEMATICS 444. (3) *Staff*
COMPLEX ANALYSIS. An introduction to the theory of complex functions. Prerequisite: Math 441. Offered: spring semester of odd years.

MATHEMATICS 448. (3) *Staff*
TOPOLOGY. Elementary topological concepts. Prerequisite: Math 441. Offered: spring semester of even years, on sufficient demand.

MATHEMATICS 451. (3) *Staff*
GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Math 242. Offered: fall semester of even years.

MATHEMATICS 452. (3) *Staff*
AN INTRODUCTION TO THE FOUNDATIONS OF MATHEMATICS. Mathematical logic: the propositional and predicate calculi. First-order theories (elementary arithmetic, first-order set theory). Foundational problems and philosophies: logical and set-theoretic paradoxes and approaches to their resolutions. Gödel's incompleteness theorems. Prerequisites: Mathematics 451. Offered: spring semester of odd years.

MATHEMATICS 461 (3) *Staff*

HONORS IN MATHEMATICS. A scholarly project conducted in close consultation with a supervising professor and ordinarily continuing in Mathematics 462. Prerequisite: consent of the instructor. Offered: on demand.

MATHEMATICS 462 (3) *Staff*

HONORS IN MATHEMATICS. Continuation of 461. Prerequisite: Math 461 and consent of the instructor. Offered: on demand.

COMPUTER SCIENCE 121. (3) *Staff**AN INTRODUCTION TO COMPUTING.*

A project-based introduction to algorithms and useful software packages on both micros and mainframe. Students will write programs in a high-level language, and will complete a term report on a computing issue.

A student cannot receive credit for Computer Science 121 if he has passed Computer Science 221 or its equivalent. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 221. (3) *Staff**FORTRAN PROGRAMMING.* Discussion of algorithms, programs, and computers.

Extensive work in the preparation, running, debugging, and documenting of programs in the FORTRAN language. Problem solving is emphasized. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 222. (3) *Staff**ADVANCED FORTRAN PROGRAMMING.*

A continuation of Computer Science 221 but with emphasis on language structures and applications of those structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. A student project is required. Prerequisite: Computer Science 221. Offered: spring semester.

COMPUTER SCIENCE 321. (3) *Gaskins*

INFORMATION STRUCTURES. A study of data structures including strings, lists, queues, and graphs. Efficiencies of information storage and retrieval are emphasized. Various methods for the sorting and searching of information from large files and databases are investigated. Prerequisite: Computer Science 222. Offered: fall semester of odd years.

COMPUTER SCIENCE 322. (3) *Gaskins*

ADVANCED INFORMATION STRUCTURES AND PROGRAMMING LANGUAGES. A continuation of Computer Science 321 with emphasis on the integration of different types of structures into a single information system design. Advanced programming structures available in languages such as ADA, APL, P1/1, and SNOBOL are investigated. A group project of major proportion in which teams of three or four students cooperate to prepare a complete design document ready to hand to a programmer is required. Prerequisite: Computer Science 321. Offered: spring semester of even years.

COMPUTER SCIENCE 421. (3) *Gaskins*

ASSEMBLY LANGUAGE PROGRAMMING. Programming applications which reflect the machine architecture of available computing systems are emphasized. Interfacing assembly and FORTRAN programs are discussed. Prerequisite: Computer Science 222. Offered: fall semester of even years.

COMPUTER SCIENCE 422. (3) *Gaskins*

SYSTEMS PROGRAMMING. A continuation of Computer Science 421 but with emphasis on the design and construction of operating systems. Topics include batch processing, multiprogramming, multiprocessor, virtual and real-time systems. A term paper presenting an in-depth study of an operating system is required. Prerequisite: Computer Science 421. Offered: spring semester of odd years.

MODERN LANGUAGES

Professors Farrell, Jagasich, Silveira;
Associate Professors J. M. Wilson, Kline;
Assistant Professor Noguera; Visiting
Assistant Professors Mosadomi, Rose

The requirements for a major in French, German, or Spanish are 18 hours in the language including 301 and a second course at the 300 level, four courses at the 400 level, and the completion of one of the following cultural or linguistic options: 1) Latin or Greek through the 102 level plus Descriptive Linguistics (Classical Studies 301) and English Etymology (Classical Studies 201); or 2) a second modern language (French, Spanish, or German) through the 202 level; or 3) six semester courses (not counted toward distribution requirements) in related cultural areas to include Fine Arts, History, Literature, Religion, or Philosophy. Also required are at least six hours credit from an approved host institution in a foreign country where the target language is spoken. For a double major with some other discipline (e.g., Political Science), the student must complete in the language(s) concerned four semester courses at the 400 level.

STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study and monitors closely the standards and administration of the programs to which it entrusts its students. Approved programs offer supervision, coordination, structure, and compatible cost, and financial aid is available in the event of need. Credit is granted at par with other Hampden-Sydney programs, though courses overseas must be approved in advance by the Foreign Study Committee and be consonant with Hampden-Sydney curricular philosophy. Information on approved programs is available in the office of the Director of International Programs.

THE PROFICIENCY REQUIREMENT

The proficiency requirement at Hampden-Sydney College is deemed by this department met when a student has shown the structural competence and functional capability to approach unfamiliar material in the target language, such material to be mature, of significant dimension, and not adapted for stu-

dent use. The student shall give evidence of his understanding by rudimentary analysis of and clear analysis in the target language to interrogation, also in the target language. This and no other proof will be satisfactory. "Gist" reading and "gist" comprehension, as they do not lead to analysis, will not be adequate. Since all students are required to demonstrate proficiency in a foreign language, modern or classical, the following Modern Language Department classes are designated for that purpose: 201 and its sequel 202. Students may, of course, take these same courses for credit toward the distribution requirement in Humanities, but they must observe the prerequisites in each case.

MODERN LANGUAGE PLACEMENT POLICY

Proficiency may also be demonstrated by evidence of scores on nationally-recognized normative tests: 85 on the Princeton MB form; 650 on the SAT achievement test; 3 on the Advanced Placement examination. Students without such documentation will be screened and placed tentatively in the appropriate section. Placement may be contested by petition to the Department of Modern Languages, and although all students are encouraged to enter the highest level possible, those unsure of their preparation may begin with 101 if they choose, but in any event, must take both 201 and 202 to satisfy the Hampden-Sydney language requirement. Students engaged in preparing for or satisfying the proficiency requirement will have priority space in all 100 or 200-level classes.

FRENCH

FRENCH 101-102. (3-3) *Staff*
INTRODUCTION TO FRENCH. Grammar, reading, and drill in pronunciation. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester.

FRENCH 201-202. (3-3) *Staff*
INTERMEDIATE FRENCH. A balanced course with emphasis on reading. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Laboratory. Offered: 201 in the fall semester; 202 in the spring semester.

FRENCH 301-302. (3-3) Staff
MASTERPIECES OF FRENCH LITERATURE. A survey of French literature from its medieval origins to the present; a thematic presentation with complete, representative works read. Considerable reading. Prerequisite: French 201-202 or equivalent. Offered: 301 in the fall semester; 302 in the spring semester.

FRENCH 305-306. (3-3) Staff
ADVANCED CONVERSATION AND COMPOSITION. An intensive (four times weekly) course in the spoken idiom, with daily drills and laboratory work. Concentration on oral patterns, phonetics, rhythm, and diction. Extensive concentration on vocabulary with particular attention to commercial and technical (occasionally medical) language. A course of practical content designed to lead to study or to supplement career goals in the world. Prerequisite: French 201-202 or permission of instructor. Offered: 305 in the fall semester; 306 in the spring semester.

FRENCH 307-308. (3-3) Farrell
MASTERPIECES OF FRENCH LITERATURE (in English). An introduction to world literature of French origin for elective credit in Humanities. Same structure and material as 301-302. Prerequisite: none. Offered: when possible.

FRENCH 401. (3) Kline
FRENCH THEATER. Survey of French drama from medieval *trope* to *absurde*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major.

FRENCH 402. (3) Farrell
ADVANCED FRENCH COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; emphasis on essay format and *explication de textes*. Prerequisite: French 301-302 or approval of professor. Required for the major.

FRENCH 403. (3) Farrell
FRENCH POETRY. Survey of French poetical forms from Middle Ages to Symbolism; examination of the unique character of French

verse. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major.

FRENCH 404. (3) Kline
FRENCH NOVEL. Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early narrative forms through the *nouveau roman*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major.

GERMAN

GERMAN 101-102. (3-3) Kline
INTRODUCTION TO GERMAN. A thorough familiarity with the language is developed by constant grammatical drill, composition, and translation. A reasonable amount of simple narrative prose is read. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester.

GERMAN 201-202. (3-3) Jagasich
INTERMEDIATE GERMAN. A review of grammar will be covered. Oral practice based on readings from various types of material will be emphasized. Elements of composition taught. Students will be encouraged to perform a play as well as to report on individual outside reading. Laboratory. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

GERMAN 301-302. (3-3) Jagasich
SURVEY OF GERMAN LITERATURE. The history of German literature from the beginnings to our day, with class reading of selected poetry, prose, and drama of the 19th and 20th centuries. Term reports on extensive parallel reading. Prerequisite: German 201-202, or its equivalent.

GERMAN 307-308. (3-3) Farrell
SURVEY OF GERMAN LITERARY FORMS IN ENGLISH TRANSLATION. First semester will offer study of texts from the Teutonic epic to *Faust, Erster Teil*. Second semester will begin with Goethe's *Werther*

and continue through Gunther Grass' *Katz und Maus* and the beginning of the Second World War. Emphasis on unique German literary expression. Extensive reading. Does not count toward major. Offered: when possible.

GERMAN 401. (3) *Jagasich*
GERMAN THEATER. Survey of German drama from medieval *Fastnachtsspiel* and *Volksspiel* to the *Absurde* through the *Burgersarire* and *Hörspiele*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: fall semester of even years.

GERMAN 402. (3) *Jagasich*
ADVANCED GERMAN COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; vocabulary acquisition and stylistics incorporated in the program. Linguistic approach. Conducted in major language. Prerequisite: German 301-302 or approval of professor. Required for the major. Offered: spring semester of odd years.

GERMAN 403. (3) *Jagasich*
GERMAN POETRY. Survey of German poetic forms from Middle Ages to *Symbolismus*; *Spruchdichtung*, *Ballade* and *Klassische Poesie* through *Dichtungstheorie*. Extensive reading. Analysis of thematic and metric variations. Prerequisite: German 301-302 or approval of professor. Required for the major. Offered: fall semester of odd years.

GERMAN 404. (3) *Jagasich*
GERMAN NOVEL. Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early *Erzählliteratur* through the *Roman zwischen Tradition und Wandelung* and *Die Geschichtserzählung*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: spring semester of even years.

RUSSIAN

RUSSIAN 101-102. (3-3) *Jagasich*
INTRODUCTORY RUSSIAN. Basic writing and reading skills are taught. Grammatical concepts are explained and drilled through dictations, translations, and elementary conversation. A reasonable amount of narrative prose is read. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: on sufficient demand.

RUSSIAN 201-202. (3-3) *Jagasich*
INTERMEDIATE RUSSIAN. Advanced grammar to be taught while translating more difficult reading material coupled with advanced conversation. Vocabulary building and active participation are encouraged. Basic composition skills are taught. Songs and poetry used to introduce students to Russian culture and art. Prerequisite for 201: 101-102 or equivalent.

SPANISH

SPANISH 101-102. (3-3) *Staff*
INTRODUCTION TO SPANISH. The elements of grammar, composition, and pronunciation. Laboratory. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester.

SPANISH 201-202. (3-3) *Staff*
INTERMEDIATE SPANISH. Review of grammar, oral practice based on readings from Spanish and Spanish-American writers will be emphasized. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

SPANISH 301-302. (3-3) *Staff*
MASTERPIECES OF SPANISH LITERATURE. A survey course offering an introduction to Peninsular (301) and Latin-American (302) literature. A thematic presentation with complete, representative works read. Lectures and reading in Spanish only; student performance both oral and written in Spanish only. Considerable reading. Prerequisite: Spanish 201-202 or permission of instructor. Offered: 301 in the fall semester; 302 in the spring semester.

SPANISH 303-304. (3-3) *Silveira, M. Wilson*
SPANISH-SPEAKING WORLD. An introduction to the history and culture of Spain (303) and Spanish America (304). An intensive study, through visual, aural, literary, and journalistic sources, of the heritage of Spanish-speaking populations, beginning with the *Celtiberos* of primitive *Hispania* and leading up to the current democratic state that is modern Spain; beginning with pre-Columbian America and then the *conquistadores* and leading up to our own *chicano* community's expression of identity. Lectures and reading as well as student performance in Spanish only. Prerequisites: Spanish 201-202 or permission of instructor. Offered: on sufficient demand.

SPANISH 305-306. (3-3) *Silveira*
ADVANCED CONVERSATION AND COMPOSITION. An intensive (four times weekly) course in the spoken idiom, with daily drills and laboratory work. Concentration on oral patterns, phonetics, rhythm, and diction. Extensive concentration on vocabulary with particular attention to commercial and technical (occasionally medical) language. A course of practical content designed to lead to study or to supplement career goals in the world. Prerequisite: Spanish 201-202 or permission of instructor. Offered: 305 in the fall semester; 306 in the spring semester. Does not meet the level 300 literature requirement.

SPANISH 401. (3) *M. Wilson*
LATIN-AMERICAN PROSE. A seminar in the evolution of Latin-American narrative and expository forms, including the modern *novela* of alienation and isolation. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor.

SPANISH 402. (3) *Noguera*
LATIN-AMERICAN POETRY. A seminar in the evolution of verse forms in Latin-American literature. Lectures and texts, oral and written student performance in Spanish only. Considerable reading. Prerequisite: Spanish 301 or 302 or permission of instructor.

SPANISH 403. (3) *Silveira*
PENINSULAR GENRES BEFORE THE XVIIITH CENTURY. A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic *Jar-chas*, and including the theater of Lope de Vega and the novel of the *pícaro*. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor.

SPANISH 404. (3) *M. Wilson*
PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the *Ilustración*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of García Lorca, Camilo José Cela, and Ana María Matate. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor.

SPANISH 407. (3) *Silveira*
THE NOVEL IN THE GOLDEN AGE. This course encourages close reading and textual criticism of prose authors of the *Siglo de oro*, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor.

SPANISH 408. (3) *Silveira*
THEATER OF THE GOLDEN AGE. The course encourages close reading and textual criticism of the *teatro nacional* of Spain, in particular the works of Lope de Vega, Calderón, and their epigones. Considerable reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor.

PHILOSOPHY

Associate Professors Iverson, Nelson; Assistant Professor P. Wilson*

The requirements for a major in Philosophy are Philosophy 201, 202, 301-302, 303, and an additional 15 hours in Philosophy courses. A joint program in Philosophy and another department should have the approval of the chairmen of both departments.

PHILOSOPHY 201. (3) *Iverson*
LOGIC. An introduction to the skills and practice of critical reasoning, which includes argument analysis and some formal logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 202. (3) *Wilson*
PROBLEMS OF PHILOSOPHY. An introduction to philosophical thinking and argument by consideration of some specific philosophical problems, such as the existence of God, the rationality of religious belief, the nature of moral reasoning, personal identity, the mind/body relationship, and the claims of ethical relativism. Prerequisite: none. Offered: each semester.

PHILOSOPHY 301-302. (3-3) *301: Iverson
302: Wilson*
HISTORY OF PHILOSOPHY. A study of works by major Western philosophers from the pre-Socratics to Kant. First semester: classical and medieval; Second semester: modern. Prerequisite: none; not open to freshmen. Offered: 301 in the fall semester; 302 in the spring semester.

PHILOSOPHY 303. (3) *Staff*
CONTEMPORARY PHILOSOPHY: PRAGMATISM AND THE ANALYTIC TRADITION. A survey of the major 20th century American and British philosophers: beginning with the revolt against Idealism, proceeding through Logical Atomism, Logical Positivism, and Ordinary Language Philosophy, concluding with a summary of recent developments in "Analytic Philosophy." Prerequisite: Philosophy 302.

PHILOSOPHY 304. (3) *Staff*
ETHICS. An examination of the major challenges to normative ethical theory as well as the major approaches to normative ethical

theory, including classical and contemporary sources. Prerequisite: Philosophy 201 or 202. Offered: fall semester.

PHILOSOPHY 306. (3) *Staff*
SOCIAL PHILOSOPHY. An examination of the major theories of distributive justice, including the libertarian, liberal, and socialist conceptions. (Consideration of practical problems in light of these alternative conceptions, if time permits.) Prerequisite: Philosophy 304 strongly recommended. Offered: spring semester.

PHILOSOPHY 307. (3) *Staff*
PHILOSOPHY OF RELIGION. A study of the major issues and men in contemporary reflection on religion. Prerequisite: 3 hours of Philosophy. Offered: fall semester of odd years.

PHILOSOPHY 308. (3) *Iverson*
CONTEMPORARY PHILOSOPHY: EXISTENTIALISM AND PHENOMENOLOGY. A study of the major Continental philosophers. Prerequisite: 3 hours of Philosophy. Offered: spring semester of even years.

PHILOSOPHY 310. (3) *Staff*
ETHICS OF HEALTH CARE. This course will deal with certain normative ethical and social issues in health care. The course will involve the application of philosophical analysis and value theory to issues of public policy such as the allocation of medical resources and the nature of health care delivery systems and also to specific ethical issues such as human experimentation, behavior-control, abortion, and euthanasia. Prerequisite: 302 or 304.

PHILOSOPHY 312. (3) *Wilson*
PHILOSOPHY OF SCIENCE. A consideration of the aims, methods, social dimensions, and limits of science, including the relationship of empirical data to laws, models, theories, and explanation. Prerequisite: consent of the instructor. Offered: on sufficient demand.

PHILOSOPHY 380. (3) *Iverson*
MARX AND THE MARXIST TRADITION. A study of the development of the philosophical ideas of Marx and their continuation in the Marxist traditions. Prerequisite:

PHYSICS

3 hours of Philosophy or Political Science.
Offered: spring semester of even years.

PHILOSOPHY 401. (3) *Staff*

POLITICAL PHILOSOPHY AND BUSINESS ETHICS. An attempt to integrate an understanding of the institutional structures within which business decisions are made and a grounding in the principles of ethics, and to apply these broad perspectives in analyzing and agonizing over specific business decisions. The objective will be to explore the perspectives of both economics and ethics, in the abstract and also as they are relevant in examining actual cases of business choice. Required: Economics 101 and one 200-level Economics course as well as Philosophy 202 and at least one course, religious or philosophic, in ethics. This course is to be taken by senior Hobbie Scholars and is open to others with permission of the instructor.

Professors Beard, Joyner, Kiess; Assistant Professor Cheyne; Adjunct Professor Kniffen; Lecturer Miller

The requirements for a major in Physics are a minimum of 30 hours in physics, including Physics 251, 252, and at least three additional courses in physics at the 200 or 300 level. Mathematics 141-142 and one semester of electronics are also required.

Students who desire a rigorous mathematical treatment of the fundamentals of physics and who plan graduate work in physics should include Physics 111, 112, 211, 212, 311, 312, 411, 412.

Students who plan to teach or to pursue careers in business or industry involving applications of physical principles should include 103, 104, 111, 112, 211, 212, 222.

Students who desire Electronics Engineering/Engineering Physics should take 103, 104, 111, 112, 203, 211, 212, 222.

Students who want a concentration in Electronics/Management Economics should consult the chairman of the Physics Department for requirements.

PHYSICS 103. (3)

Beard

BASIC DIGITAL ELECTRONICS.

A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Corequisite: Physics 143. Offered: fall semester.

PHYSICS 104. (3)

Beard

BASIC LINEAR ELECTRONICS.

A laboratory-based study of circuits employing transistors, other three-terminal devices, and integrated circuits. Prerequisite: none. Corequisite: Physics 144. Offered: on sufficient demand.

PHYSICS 105. (3)

Staff

MODERN ASTRONOMY. An examination of topics selected from modern astronomy. Most selections will deal with objects located outside the solar system. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 145. Offered: each semester.

PHYSICS 106. (3) *Beard*
THE DESCRIPTION AND EXPLANATION OF MOTION. An historical study of the development of the modern understanding of motion, beginning with the earliest attempts to describe and explain the motion of celestial objects. Time will be spent considering the nature of the assumptions made and the methods used as well as the nature of the results obtained during this development. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 146. Offered: spring semester.

PHYSICS 108. (3) *Kiess*
METEOROLOGY. An elementary introduction to meteorology, to include properties of the atmosphere and their effects on weather. Measurement of atmospheric properties, weather maps, and weather forecasting will be emphasized. Prerequisite: none. Corequisite: Physics 148. Offered: spring semester.

PHYSICS 109. (3) *Joyner*
MODERN WEAPONRY. A study of the basic physics of beam weapons, kinetic energy weapons, and nuclear weapons. Potential military applications will be outlined, and the economics of these weapons will be considered. Near-future developments will be assessed, and likely battle management scenarios addressed. Prerequisite: none. Corequisite: Physics 149. Offered: spring semester.

PHYSICS 110. (3) *Joyner*
ENERGY AND POWER. A survey of present global energy sources and future possibilities, with qualitative economic analysis. The exploration of novel methods of generating power will be emphasized. Prerequisite: none. Corequisite: Physics 150. Offered: spring semester.

PHYSICS 111-112. (3-3) *Staff*
GENERAL PHYSICS. A survey of classical and modern physics. This sequence is open to all qualified students, and it is recommended for those majoring in science and for those who plan to apply to medical school. (Those majoring in mathematics or natural science should note also the course description under Physics 121-122.) Corequisite: Physics 151-152. Offered: 111 in the fall semester; 112 in

the spring semester.

PHYSICS 121-122. (1-1) *Staff*
PROBLEMS IN GENERAL PHYSICS. A study of selected topics in general physics. Offered: 121 in the fall semester; 122 in the spring semester.

PHYSICS 203. (3) *Kiess*
ELECTRIC CIRCUITS. A study of direct, alternating, and transient circuits. Linear algebra and calculus will be utilized to analyze various types of circuits. Prerequisite: Mathematics 102 and Physics 112. Offered: fall semester.

PHYSICS 211. (3) *Joyner*
MECHANICS. Particle dynamics is treated with special emphasis on harmonic motion, motion in a central force field, and the two-body problem. Prerequisite: 111. Corequisite: Physics 251. Offered: fall semester.

PHYSICS 212. (1) *Joyner*
ELECTRICITY AND MAGNETISM. A study of electrostatics, electrodynamics, dielectrics, magnetism; concluding with Maxwell's equations. Prerequisites: Physics 112 and 211. Corequisite: Physics 252. Offered: spring semester.

PHYSICS 222. (3) *Joyner*
PRINCIPLES OF ELECTRONIC INSTRUMENTATION. A study of the basic principles of operation of electronic instruments. Prerequisite: none. Corequisite: Physics 262. Offered: spring semester.

PHYSICS 301-302. (1-1) *Staff*
PHYSICS SEMINAR I-II. A study of special topics, with emphasis on the preparation and oral presentation of reports. Prerequisite: Physics 111, 112.

PHYSICS 311. (3-3) *Staff*
MODERN PHYSICS. An introduction to modern physics, which includes a study of relativity, atoms, molecules, nuclei, waves, and spectra. Prerequisite: Physics 112.

PHYSICS 312. (3-3) *Staff*
QUANTUM MECHANICS. The physical foundations of the quantum theory are stu-

died. Schroedinger's equation is introduced and used to analyze elementary aspects of the atom. Perturbation theory, the variational method and other approximation methods are introduced. Prerequisites: Mathematics 231-242; Physics 211-212, 311.

PHYSICS 361-362. (4-4) Beard
MICROCOMPUTER INTERFACING. Topics studied include the acquisition, processing, and transmission of data associated with various laboratory experiments. The techniques used include both programming (primarily in assembly language) and the construction and interfacing of electronic circuits. Prerequisite: Physics 103.

PHYSICS 385. (1) Staff
INTRODUCTION TO HONORS RESEARCH. A detailed proposal for an Honors Research project will be prepared in consultation with the faculty member who will supervise the research. Prerequisite: consent of the instructor.

PHYSICS 411. (3) Staff
THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisite: consent of the instructor. Offered: fall semester.

PHYSICS 412. (3) Staff
WAVE PROPERTIES AND OPTICS. Geometrical and physical optics. Prerequisite: consent of the instructor. Offered: spring semester.

PHYSICS 421-422. (3-3) Staff
THEORETICAL PHYSICS. Selected topics investigated in depth using sophisticated mathematical techniques; mostly advanced mechanics and electromagnetic field theory. Prerequisites: Physics 211-212 and consent of the instructor; Mathematics 231-242. Offered: 421 in the fall semester of even years; 422 in the spring semester of odd years.

Laboratories

PHYSICS 143. (1) Beard
DIGITAL ELECTRONICS LABORATORY. Accompanies Physics 103. Prerequisite: none.

Corequisite: Physics 103. Offered: fall semester.

PHYSICS 144. (1) Beard
LINEAR ELECTRONICS LABORATORY. Accompanies Physics 104. Prerequisite: none. Corequisite: Physics 104. Offered: on demand.

PHYSICS 145. (1) Staff
ASTRONOMY LABORATORY. Includes exercises requiring the identification of stars and constellations as well as the observation of astronomical objects with a telescope. Corequisite: Physics 105. Offered: each semester.

PHYSICS 146. (1) Beard
MOTION LABORATORY. Exercises designed to give first-hand experience with the mode of investigation and the questions under investigation at each stage in the developing understanding of motion. Emphasis is placed on the modern concern with obtaining quantitative information of known precision. Corequisite: Physics 106. Offered: spring semester.

PHYSICS 148. (1) Kiess
METEOROLOGY LABORATORY. Accompanies Physics 108. Prerequisite: none. Corequisite: Physics 108. Offered spring semester.

PHYSICS 149. (1) Joyner
WEAPONS LABORATORY. Experiments will concentrate on kinetic energy projectiles, radiation properties, laser beam characteristics. Prerequisite: none Corequisite: Physics 109. Offered: spring semester.

PHYSICS 150. (1) Joyner
ENERGY AND POWER LABORATORY. Accompanies Physics 110. Prerequisite: none. Corequisite: Physics 110. Offered: fall semester.

PHYSICS 151-152. (1-1) Joyner, Beard
GENERAL PHYSICS LABORATORY. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Prerequisite: none. Corequisite: Physics 111-112. Offered: 151 in the fall semester; 152 in the spring semester.

POLITICAL SCIENCE

PHYSICS 251. (1) *Beard*
INTERMEDIATE LABORATORY I. Laboratory experiments in mechanics, wave motion, and sound at the level of Physics 211. Emphasis will be placed on the use of microcomputers as laboratory instruments, and use of numerical techniques in the reduction of data. Prerequisite: Physics 111-151. Corequisite: Physics 211. Offered: fall semester.

PHYSICS 252. (1) *Beard*
INTERMEDIATE LABORATORY II. Laboratory experiments in electricity and magnetism, and selected topics involving applications of Fourier synthesis and analysis. Prerequisites: Physics 111-151. Corequisite: Physics 212. Offered spring semester.

PHYSICS 262. (1) *Joyner*
BASIC ELECTRONICS LABORATORY. Accompanies Physics 222. Prerequisite: none. Corequisite: Physics 222. Offered: spring semester.

PHYSICS 351-352. (1-1) *Staff*
ADVANCED LABORATORY. A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments. Prerequisite: consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS 461. (3) *Staff*
HONORS ADVANCED LABORATORY. An extended project, developed in Physics 385, conducted in collaboration with a faculty member, ordinarily resulting in publishable research. Prerequisite: consent of the instructor.

PHYSICS 462. (3) *Staff*
HONORS ADVANCED LABORATORY. A continuation of Physics 461 for projects found suitable. Prerequisite: consent of the instructor.

Professor Marion*; Adjunct Professors Lt. Gen. S. V. Wilson (Ret.), Ambassador Jones (Ret.); Associate Professors Barrus, Pontuso; Assistant Professor Eastby; Visiting Assistant Professor Wudel

The requirements for a major in Political Science are a minimum of thirty semester hours in Political Science, eighteen to include Political Science 101, 200, 205, 410, 430, and one of 310, 311, or 312. Students majoring in political science are encouraged to take at least six hours of American or European history as well as coursework in economics and philosophy.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

POLITICAL SCIENCE 101. (3) *Marion, Pontuso, Eastby*
INTRODUCTION TO AMERICAN GOVERNMENT. A review of the theory, institutions, and practices of the national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

POLITICAL SCIENCE 102. (3) *Barrus, Marion*
PERENNIAL ISSUES AND PROBLEMS OF DEMOCRATIC POLITICS. This course examines the enduring problems and issues which reflect and illuminate the distinctive character of the democratic states. Among the central topics to be considered are the principles of freedom and equality, federalism, ethics and politics, representation, and the effects of the commercial spirit on republicanism. Prerequisite: none. Offered: spring semester.

POLITICAL SCIENCE 200. (3) *Barrus, Eastby*
INTRODUCTION TO COMPARATIVE GOVERNMENT. An examination and comparison of ancient and modern regimes, including the ancient polis and modern liberal democratic and totalitarian regimes. The

intention is to contrast ancient and modern political principles and forms, and show the range of alternatives available in modernity. The underlying focus is on modern liberalism: its meaning, justification, political forms, problems, and possible alternatives. Attention is given to comparison as a method of political inquiry. Prerequisite: Political Science 101 or permission of the instructor. Offered: spring semester.

POLITICAL SCIENCE 205-206. (3-3) *Barrus Eastby*

INTERNATIONAL RELATIONS. A consideration of the relations among sovereign political communities. In the first semester, the perennial issues of war and peace, along with the objectives, strategies, and instruments of foreign policy are examined. In the second semester, the foreign policies of contemporary major powers are analyzed and compared. Prerequisite for 205: none; for 206: Political Science 205 or permission of the instructor. Offered: 205 in the fall semester; 206 in the spring semester.

POLITICAL SCIENCE 230. (3) *Pontuso*
PUBLIC OPINION, VOTING BEHAVIOR, AND POLITICAL PARTIES. An introduction to democratic politics at its most basic level. This course shows how Americans conduct themselves in their day-to-day political lives. What opinions do they hold and why do they hold them? How are those opinions expressed at the polls? Who seeks public office and how do they go about it? Who gets elected and why? The course also introduces students to some of the mathematical models presently studied in the discipline of political science. Prerequisite: Political Science 101. Offered: fall semester of even numbered years.

POLITICAL SCIENCE 310. (3) *Pontuso Barrus*

EARLY MODERN POLITICAL PHILOSOPHY. An examination of the ideas of Machiavelli, Hobbes, Locke, and Rousseau. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: every third semester in rotation with Political Science 311 and 312.

POLITICAL SCIENCE 311. (3) *Pontuso*
MODERN POLITICAL PHILOSOPHY. A critical examination of Kant, Burke, Mill, Marx, and Nietzsche. Emphasis is placed on close reading and interpretation of selected primary texts. Prerequisite: none. Offered: every third semester in rotation with Political Science 310 and 312.

POLITICAL SCIENCE 312. (3) *Pontuso*
AMERICAN POLITICAL THOUGHT.

A survey of the ideas that have shaped American political life from the 18th century to the present. Emphasis is placed on close reading and critical interpretation of the writings of such thinkers as Jefferson, Madison, Hamilton, Lincoln, and Roosevelt, as well as contemporary writers. Prerequisite: none. Offered: every third semester in rotation with Political Science 310 and 311.

POLITICAL SCIENCE 320. (3) *Eastby*
GOVERNMENT AND POLITICS OF WESTERN EUROPE. An examination of the political institutions and processes of Western Europe. Attention will focus on Great Britain, France, and the Federal Republic of Germany. The underlying theme of the course is the variety and problems of modern regimes. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester of odd years.

POLITICAL SCIENCE 321. (3) *Barrus, Eastby*

MARXIST GOVERNMENT AND POLITICS. An examination of the regimes which have developed from Marxist-Leninist thought. Attention will focus on the political institutions, political processes, and economic arrangements of the Soviet Union, the People's Republic of China, and other Marxist regimes. Prerequisite: Political Science 200 or permission of the instructor. Offered: spring semester of even years.

POLITICAL SCIENCE 322. (3) *Eastby*
POLITICAL DEVELOPMENT. An analysis of the political institutions and processes of modernizing nations. Particular attention is given to the relationships between economic and social modernization and political change. Case studies are drawn from contemporary

modernizing regimes, the United States, the Soviet Union, Japan, and the People's Republic of China. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester of even years.

POLITICAL SCIENCE 330. (3) *Marion*
INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. A survey of selected themes pertaining to the principles and processes of American public administration. Topics that will be examined include the history of American public administration; the role of administrative officials in the formulation and execution of public policy; accountability and responsibility in the public sector; the politics of public budgeting; and administrative discretion and the rule of law. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 331. (3) *Marion*
PUBLIC POLICY. An examination of the formulation and implementation of public policy. Attention will be given to competing approaches to public policy formulation as well as the relationship of public policy processes to the governance of society. Selected contemporary issues and problems will be considered to illustrate how policy issues may be framed, evaluated, and implemented. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 332. (3) *Pontuso*
THE PRESIDENCY. An analysis of the American executive. Special attention will be paid to the creation of the American presidency, the historical development of the president's powers, and the role the office plays within the constitutional system. Students will be expected to give class presentations on topics of continuing interest. Prerequisite: Political Science 101. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 333. (3) *Pontuso*
THE AMERICAN LEGISLATURE. An investigation and evaluation of Congress. Special attention will be paid to the creation of the legislative branch, the development of its powers, its organization, and its effectiveness. Prerequisite: Political Science 101. Offered:

spring semester of even-numbered years.

POLITICAL SCIENCE 340. (3) *Barrus*
AMERICAN FOREIGN POLICY. An analysis of the formulation and implementation of foreign policy in the United States. Topics to be examined include the relationship between regime principles and foreign policy, the Constitution and foreign policy, the institutions involved in policy making, the decision making process, and the role of interest groups and public opinion. Prerequisite: Political Science 101 or 205; or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 410. (3) *Pontuso*
CLASSICAL POLITICAL PHILOSOPHY. An examination of the works of the greatest minds of antiquity: Plato and Aristotle. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: every spring semester.

POLITICAL SCIENCE 430-431. (3-3) *Marion*
AMERICAN CONSTITUTIONAL LAW. This course examines the major provisions of the American Constitution and their development through judicial interpretation. The first semester considers the nature of the judicial process, the constitutional powers of the separate departments, and the place of the states in the federal system. The second semester examines civil rights and liberties as protected by the original Constitution, the Bill of Rights, and the Fourteenth Amendment. Prerequisite: Political Science 101. Offered: 430 in the fall semester; 431 in the spring semester.

POLITICAL SCIENCE 440. (3) *Barrus, Eastby*
INTERNATIONAL LAW AND ORGANIZATION. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: Political Science 205 or permission of the instructor. Offered: spring semester of odd years.

POLITICAL SCIENCE 442. (3) *S.V. Wilson*
ISSUES OF AMERICAN NATIONAL SECURITY. A selective analysis of foreign poli-

PSYCHOLOGY

icy and national security problems and threats facing the United States during the closing years of the 20th century. Special attention will be given to a review of the formulation of American foreign policy and its implementation. Consideration will also be given to responses to American foreign policy by other nation states. Offered: spring semester.

Professors Ortner, DeWolfe; Associate Professor Herdegen; Assistant Professor Weese; Lecturer Wacker

A total of thirteen courses in Psychology is required for a major. These courses must include Introduction, Quantitative Methods, Experimental and its Laboratory, Physiological Psychology and its Laboratory, Senior Research Seminar, and History and Systems. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology or Biology.

PSYCHOLOGY 101. (3) *Herdegen, DeWolfe, Weese*

INTRODUCTION TO PSYCHOLOGY. This survey course is designed to introduce the student to the field of psychology and its subdisciplines (e.g., physiological, experimental, clinical, social). There will be an examination of important concepts, topics, and issues in the different areas of psychology, key findings from the scientific examination of behavior, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. No prerequisites. Offered: each semester.

PSYCHOLOGY 210. (3) *Ortner*
QUANTITATIVE METHODS. An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential techniques are discussed, including nonparametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized. Prerequisite: Psychology 101 or Sociology 201. Offered: each semester.

PSYCHOLOGY 211. (3) *Herdegen*
EXPERIMENTAL PSYCHOLOGY. An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include: design and

planning of experiments; control of variables in research; behavioral measurement; subject selection; implementation of experiments; data analysis and evaluation; presentation of research results; ethical issues in psychological research. In addition, the principles and skills acquired in class will be applied in laboratory exercises and experiments. Prerequisites: Psychology 101, 210. Corequisite: Psychology 251. Offered: each semester.

PSYCHOLOGY 251. (3) *Herdegen*
LABORATORY IN EXPERIMENTAL PSYCHOLOGY. Laboratory exercises involving application of principles and methods of experimentation in psychology. Prerequisites: Psychology 101, 210. Corequisite: Psychology 211. Offered: each semester.

PSYCHOLOGY 301. (3) *Weese*
PHYSIOLOGICAL PSYCHOLOGY. A study relating behavior to its neuroanatomical foundations. The course involves a study of the basic structure and function of the nervous system combined with the relation of the regulation of specific behaviors to certain portions of the nervous system. Prerequisite: Psychology 101. Corequisite: Psychology 351. Recommended: Biology 101-102. Offered: each semester.

PSYCHOLOGY 303. (3) *De Wolfe*
PSYCHOLOGICAL ASSESSMENT. An overview of the technical problems involved in the construction and evaluation of measuring instruments, and a detailed examination of the more significant tests of ability and personality. Prerequisites: Psychology 101 and 210. Offered: spring semester.

PSYCHOLOGY 304. (3) *De Wolfe*
PSYCHOLOGY OF PERSONALITY. Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, self, and learning approaches will be compared and evaluated. Prerequisite: Psychology 101. Offered: fall semester.

PSYCHOLOGY 305. (3) *Herdegen*
MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics addressed include physiological mech-

anisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 101. Offered: fall semester.

PSYCHOLOGY 306. (3) *De Wolfe*
SOCIAL PSYCHOLOGY. The analysis of social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment. Prerequisite: Psychology 101 or Sociology 201. Offered: spring semester.

PSYCHOLOGY 307. (3) *Weese*
BEHAVIORAL EFFECTS OF DRUGS. Presentation of the procedures for developing and classifying drugs, rationales for drug-taking behavior, explanation of the concepts of drug misuse, drug abuse, drug addiction, and current understandings of how drugs exert their effects. Prerequisite: Psychology 101. Recommended: Biology 101-102 or Psychology 301. Offered: on sufficient demand.

PSYCHOLOGY 309. (3) *Ortner*
ABNORMAL PSYCHOLOGY. Causes, descriptions, and treatments of psychopathology are studied from a theoretical perspective and in accordance with the categories of DSM III-R. Prerequisite: Psychology 101 and 210. Open to psychology majors only. Offered: fall semester.

PSYCHOLOGY 310. (3) *Wacker*
INDUSTRIAL PSYCHOLOGY. Application of psychological principles to problems in business and industry; personnel selection. Prerequisite: Psychology 101. Offered: spring semester.

PSYCHOLOGY 311. (3) *Wacker*
ORGANIZATIONAL PSYCHOLOGY. Concepts of human behavior that are relevant to managerial problems; organizational theory. Prerequisite: Psychology 101. Offered: fall semester.

PSYCHOLOGY 312. (3) *Herdegen*
LEARNING. The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 101. Offered: spring semester.

PSYCHOLOGY 313. (3) *Weese*
SENSATION AND PERCEPTION. An examination of sensory systems and perceptual processes. The senses are considered in terms of their respective physical stimuli, receptor systems, neural structures, and psychophysical data. Topics in perception include attention, feature detection, depth perception, perceptual organization, perceptual illusions. Prerequisite: Psychology 101. Recommended: Psychology 301. Offered: fall semester.

PSYCHOLOGY 314. (3) *DeWolfe*
DEVELOPMENTAL PSYCHOLOGY. Normal development of the human individual beginning with the prenatal period with a special emphasis on childhood and adolescence. Developmental change and crises in middle life and old age will be described in less detail. Prerequisite: Psychology 101. Offered: fall semester.

PSYCHOLOGY 319. (3) *DeWolfe*
THE PSYCHOLOGY OF LAW. This course deals with the relationship between psychology and the legal process. Psychological abnormality and the criminal and civil law, the psychology of jury selection and deliberation, the validity of eyewitness testimony, the nature and treatment of criminal offenders, and the psychology of lawyering, negotiation and conflict resolution are among its concerns. Some attention will be given to the psychological assumptions that underlie the common law and to the empirical investigation of their validity. Prerequisite: Psychology 101. Offered: fall semester of odd-numbered years.

PSYCHOLOGY 351. (1) *Weese*
LABORATORY IN PHYSIOLOGICAL PSYCHOLOGY. Laboratory exercises associated with Psychology 301. Prerequisite: Psy-

chology 101. Corequisite: Psychology 301. Recommended: Biology 101-102.

PSYCHOLOGY 401. (3) *Herdegen*
SENIOR RESEARCH SEMINAR. Students independently design and implement a research project on a topic of their choice, under faculty supervision. All phases of research are covered, including preparation of a research proposal, methodological design, instrumentation, data collection, data analysis, and presentation of findings in written and oral reports. Problems and progress will be discussed in weekly group and individual meetings with the supervising professor. Prerequisites: Psychology 101, 210, 211, 251, and three courses at the 300-level. Open to seniors only. Offered: fall semester.

PSYCHOLOGY 403. (3) *DeWolfe*
HISTORY AND SYSTEMS OF PSYCHOLOGY. An exploration of the history of psychology from its philosophical antecedents through the major schools of structuralism, functionalism, Behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists will be discussed. Prerequisite: Psychology 101 and five courses at the 300 level. Psychology 304 and 312 are especially recommended. Open to seniors only. Offered: spring semester.

PSYCHOLOGY 405. (3) *Ortner*
INTRODUCTION TO COUNSELING. A survey of the major theories of counseling and psychotherapy; practice in person-centered and in RET methods. Prerequisites: Psychology 101, 210, 309, and consent of instructor. Offered: spring of odd-numbered years.

PSYCHOLOGY 409. (3) *DeWolfe*
INTRODUCTION TO CLINICAL PSYCHOLOGY. A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisite: Psychology 101, 309. Offered: spring semester of even-numbered years.

PSYCHOLOGY 410. (3) *Staff*
PRACTICUM IN PSYCHOLOGY. Students spend one day a week or two half-days working in a state hospital or similar agency under

RELIGION

supervision. Prerequisite: status as a senior majoring in Psychology. Offered: as staff time permits.

SOCIOLOGY 201. (3) *Ortner*
INTRODUCTORY SOCIOLOGY. Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: each semester.

SOCIOLOGY 302. (3) *Ortner*
SOCIOLOGY OF DEVIANCE. The deviance approach to the problems of contemporary society. Prerequisite: Sociology 201 or consent of the instructor. Offered: fall semester.

SOCIOLOGY 303. (3) *Ortner*
SOCIAL STRATIFICATION. The basic theories of social stratification are discussed with emphasis on the origin of stratification systems and on the consequences of stratification, especially the distribution and exercise of power and privilege in American society. Prerequisite: Sociology 201 or consent of instructor. Offered: spring semester of even-numbered years.

SOCIOLOGY 305. (3) *Ortner*
SOCIOLOGY OF RELIGION. A study of the relationship between religion and society. The sociological perspective, *viz.* that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality, will predominate. Prerequisite: Sociology 201 or consent of instructor. Offered: fall semester.

Professors Norment, Rogers; Associate Professor Carney; Assistant Professor R. Hall

The requirements for a major in Religion are 30 hours in Religion courses, including at least three courses in Biblical studies, one course in non-Christian religious tradition, and one course in Christian theology or ethics. At least one course must be at the 400 level. Six hours in Philosophy courses are also recommended for students majoring in Religion; Philosophy 307 and Sociology 305 may be counted toward the required hours for the major.

The requirements for a concentration in Philosophy and Religion are 18 hours in each department, specific courses to be chosen in consultation with the departments.

RELIGION 201. (3) *Staff*
INTRODUCTION TO THE OLD TESTAMENT (THE HEBREW SCRIPTURES). An introductory survey of Israelite origins and of the history and literature of the people of ancient Israel. Prerequisite: none. Offered: fall semester.

RELIGION 202. (3) *Staff*
INTRODUCTION TO THE NEW TESTAMENT (THE CHRISTIAN SCRIPTURES). An introductory survey of Christian origins and of the history and literature of the early Christian community. Prerequisite: none. Offered: spring semester.

RELIGION 205. (3) *Carney*
INTRODUCTION TO WORLD RELIGIONS. An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions as well as indicate the common questions that the various traditions address. The course will begin with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American traditions will be examined. Prerequisite: none. Offered: each semester.

RELIGION 285-286. (3-3) *Rogers*
TUTORIAL IN BIBLICAL HEBREW. Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.

RELIGION 301. (3) *Rogers*
THE NATURE OF RELIGIOUS EXPERIENCE. In every age men and women have sought to understand the mystery of birth, the origin of good and evil, the uncertainty of suffering and death. This course is designed to investigate a variety of religious beliefs and customs to determine how peoples of every age have perceived reality at the deepest levels of their existence. In the process, a variety of critical methodologies will be utilized. Prerequisite: none, but a 200-level Religion course or Humanities 101-102 is recommended. Offered: fall semester of even years.

RELIGION 303. (3) *Rogers*
JUDAISM. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none. Offered: spring semester of even years.

RELIGION 304. (3) *Carney*
ISLAM. A study of the major elements of religious life and practice in the Islamic tradition: Allah, *Qur'an*, Prophet, worship, law, theology, mysticism. Special attention will be paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none. Offered: fall semester of odd years.

RELIGION 305. (3) *Carney*
RELIGIONS OF INDIA. A study of the religions of India and the historical and cultural context in which they developed. Special attention will be paid to Vedism, Brahminism, Jainism, Buddhism, and Hinduism. Prerequisite: none. Offered: fall semester of even years.

RELIGION 306. (3) *Carney*
RELIGIONS OF EAST ASIA. A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none. Offered: spring semester of even years.

RELIGION 307. (3) *Norment*
AMERICAN RELIGIOUS THOUGHT. A study of major traditions and the work of creative individuals in the development of American religious thought, principally but not exclusively Christian, with particular attention to the interplay between theology and culture and to significant contemporary trends. Prerequisite: none. Offered: fall semester of odd years.

RELIGION 308. (3) *Norment*
CONTEMPORARY CHRISTIAN THEOLOGY. An introduction to the study of theology, with particular attention to important recent developments and the writings of major 20th century European and American theologians. Prerequisite: Religion 202, Humanities 101-102, or permission of the instructor. Offered: intermittently, spring semester.

RELIGION 309. (3) *Norment*
CHRISTIAN ETHICS. A study of significant traditional and contemporary emphases in Christian ethical theory, and the application of Christian ethical analysis to selected moral and social issues. Prerequisite: none, but Religion 202 is recommended. Offered: spring semester.

RELIGION 310. (3) *Hall*
THE HEBREW PROPHETS. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: Religion 201, Humanities 101, or permission of the instructor. Offered: spring semester of odd years.

RELIGION 312. (3) *Norment*
THEOLOGY OF PAUL. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather

than from those of literary or biographical analysis. Some consideration will be given to the interpreters of Paul—his influence on subsequent theologians such as Martin Luther, Karl Barth, and Reinhold Niebuhr. Prerequisite: Religion 202, Humanities 102, or permission of the instructor. Offered: fall semester of even years.

RELIGION 313. (3) *Hall*
THE SYNOPTIC TRADITION. An evaluation of the person and work of Jesus as portrayed in Matthew, Mark, and Luke, with particular attention to the work of contemporary theologians with respect to the "historical Jesus." Prerequisite: Religion 202, Humanities 102, or permission of the instructor. Offered: fall semester of odd years.

RELIGION 314. (3) *Hall*
THE JOHANNINE TRADITION. A study of the New Testament documents commonly associated with this tradition: the Gospel of John (the "Fourth Gospel"), the Letters of John, the Revelation (Apocalypse) of John. Principal attention will be given to the Gospel—its formation, its relation to the Synoptic Gospels, its distinctive theological emphases. Prerequisite: Religion 202, Humanities 102, or permission of the instructor. Offered: fall semester of odd years.

RELIGION 315. (3) *Hall*
HISTORY OF CHRISTIAN THOUGHT I. A study of important Christian thinkers and the historical currents in which they worked from the second century to the Reformation. Emphasis will fall on major works which express a diversity of Christian experience, practice and theology. Prerequisite: none. Offered: fall semester of odd years.

RELIGION 316. (3) *Hall*
HISTORY OF CHRISTIAN THOUGHT II. A study of important Christian thinkers and the historical currents in which they worked from the Reformation to the present. Although the course will dwell on principal theologians such as Luther, Calvin, Schleiermacher, Ritschl, and Barth, various Puritans, Pietists, Liberals, and social reformers will be studied as well. Prerequisite: none. Offered: spring semester of even years.

RELIGION 407. (3) *Norment*
RELIGION AND DEATH. A study of the perception and management of death in various religious traditions, with particular reference to New Testament conceptions and the perspectives of contemporary theologians; consideration of certain ethical issues associated with death and dying. Prerequisite: none, but either Religion 201, 202, or 205, or Religion course from 301 to 314, is recommended. Offered: intermittently, either semester, or spring short term.

RELIGION 408. (3) *Rogers*
THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis will be on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes considered vary. Prerequisite: Religion 202, or permission of the instructor. Offered: intermittently, either semester.

RELIGION 475. (3) *Staff*
SEMINAR IN CONTEMPORARY THEOLOGICAL ISSUES. Intensive study of selected issues in the fields of contemporary and/or Biblical theology. Limited enrollment. Open to juniors and seniors (sophomores by permission of the instructor). Prerequisite: Religion 202, or permission of the instructor. Offered: intermittently, either semester.

RHETORIC

Professors Arieti, Bagby, Farrell, Martin, Simpson, Tucker; Adjunct Professor C. Colley; Associate Professors Brinkley, Saunders, Schiffer; Adjunct Associate Professor Cabas; Assistant Professors Deis, Frye, V. Hall; Visiting Assistant Professors Rose, Wudel; Lecturers, Hingeley, B. O'Grady, Rboards, Robbins, Sowers, L. Wilson

RHETORIC 100. (3) *Staff*
INTRODUCTION TO GRAMMAR AND COMPOSITION. A course emphasizing basic sentence grammar—parts of speech, sentence types, sentence combining, and major errors in sentence construction—and the basic elements of composition—thesis development, paragraphing, and selection and organization of evidence. Students will also develop vocabulary and reading skills. Prerequisite: consent of the Director of the Rhetoric Program.

RHETORIC 101-102. (3-3) *Staff*
PRINCIPLES AND PRACTICE OF GOOD WRITING. In this course students will learn and practice the skills they need to write well. The course will emphasize reading, clear thinking, composing, revising, and editing and in the process prepare students for other courses that demand careful reading, thinking, and writing. The course will also provide a foundation of skills necessary to pass the Rhetoric Proficiency Exam. Prerequisites: for Rhetoric 101, none; for Rhetoric 102, Rhetoric 101 or consent of the Director.

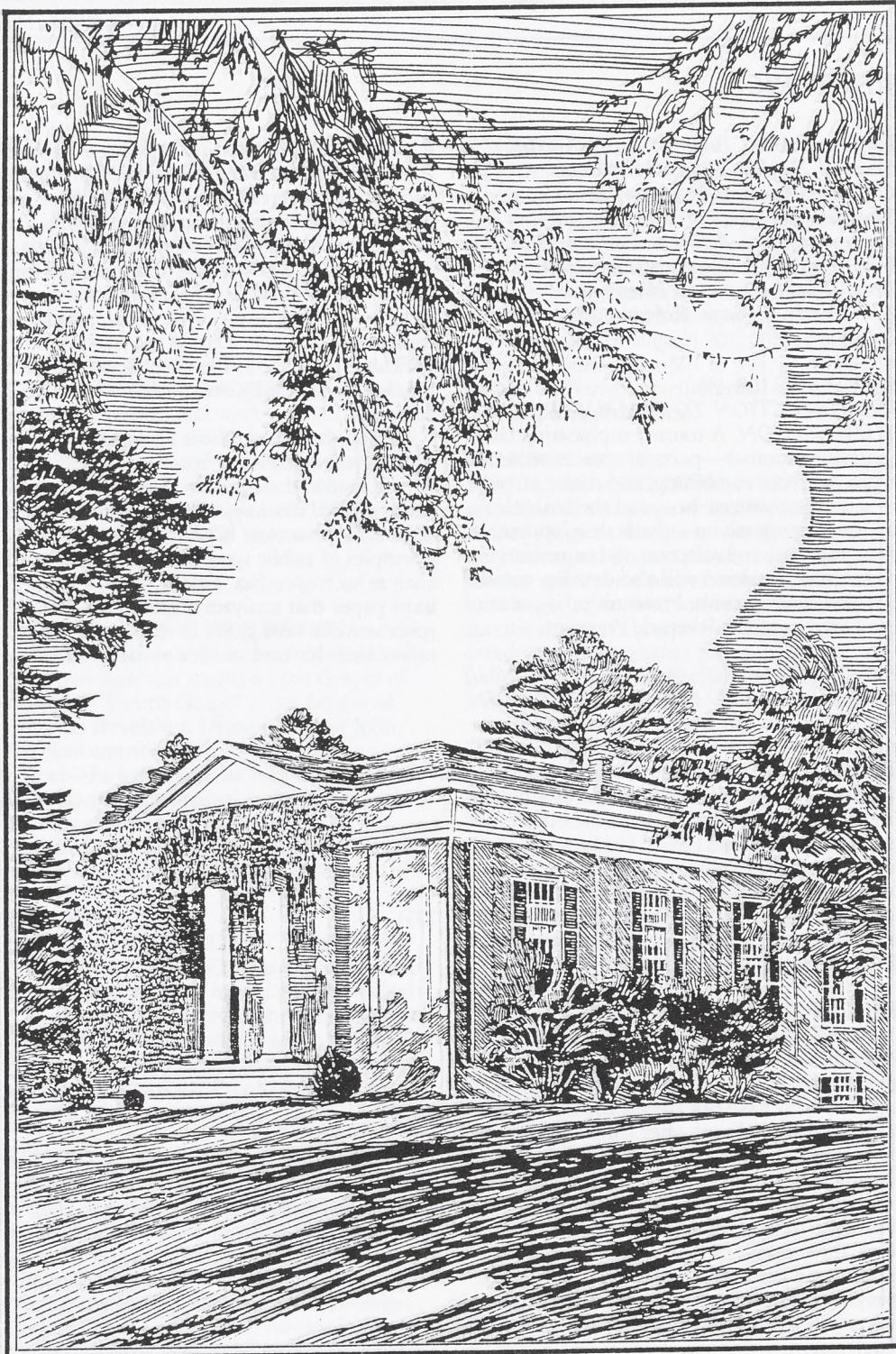
RHETORIC 200. (0) *Staff*
 (No credit—equal to a three-hour course.)
 A combination of individual tutorial and group work, this course is designed for those students who have not passed the timed Rhetoric Proficiency Exam after three attempts or by the time they have earned their 89th hour. During the semester students will review the principles of sound argumentative prose under the tutelage of an instructor and will write three essays of 8-10 pages in length. Receiving a grade of *Satisfactory* on the three essays will constitute a demonstration of proficiency in writing and so satisfy the College's requirement.

RHETORIC 210. (3)

Staff

PUBLIC SPEAKING. In Rhetoric 210 students study the art of speaking in public, developing their abilities in the following areas: invention and discovery, arrangement, style, memory, and delivery. Rhetoric 210 is neither a course in elocution, with a narrow focus on oral delivery, nor in merely written composition; rather, it treats the issues and difficulties peculiar to the act of speaking intelligibly, forcefully, and persuasively to an audience.

During the course of the semester each student will deliver five speeches. In addition, he will read and analyze in a series of short essays several orations. He will write a midterm exam that tests his knowledge of the principles of public speaking and his ability to analyze such speeches. Finally, he will write a term paper that analyzes a speech or speeches. His final grade in the course will reflect both his oral and his written work.



COLLEGE CHURCH (1860)



Matters of Record

CANDIDATES FOR DEGREES

May 12, 1991

DOCTOR OF LAWS

Richard Giles Stilwell

BACHELOR OF ARTS

James Anderson Abbott	<i>Magna cum laude</i>	Oldwick, New Jersey
James Clark Abell		Charlottesville, Virginia
William Phillips Allison		Grand Saline, Texas
Champe Seabury Andrews		Trappe, Maryland
Joseph Lee Andrews		Charlotte, North Carolina
Frank Lee Angus, Jr.		Midlothian, Virginia
David Kerr Archibald		Greensboro, North Carolina
Kevin Lee Arrington		Courtland, Virginia
Hugh Taylor Avera		Raleigh, North Carolina
Richard Lynn Baker		Louisville, Kentucky
Bayard Thompson Ball		Birmingham, Alabama
Andrew Gornell Ballou		Ridgewood, New Jersey
Stephen David Bear		Rural Retreat, Virginia
George Anthony Bedon		Baltimore, Maryland
Charles Stewart Beemus		Richmond, Virginia
James Douglas Bell		Dallas, Texas
John Brett Bettis		Springville, Alabama
Robert Calvin Beverly		Richmond, Virginia
Bennett Hammond Holt Biever		McLean, Virginia
Mark Shannon Blankenship		Goode, Virginia
Blake Hunter Blythe		Courtland, Virginia
Brett Spencer Bobo	<i>In absentia</i>	Washington, D.C.
Michael Gerard Boehling		Roanoke, Virginia
Wade Hampton Boswell II		Knoxville, Tennessee
Robert Morgan Bray		Portsmouth, Virginia
Michael Lloyd Breeden		Midlothian, Virginia
Allan White Brock, Jr.		Virginia Beach, Virginia
Harry Elton Brown II		Raleigh, North Carolina
Bryan Edward Burcher		Richmond, Virginia
Radcliffe McMillan Burt		Fairfax, Virginia

Brian Taylor Butler	Atlanta, Georgia
William Tillman Butler III	Gloucester, Virginia
Joseph Scott Caldwell IV	Richmond, Virginia
Michael John Citrone	York, Pennsylvania
Charles Marshall Cleland	Lynchburg, Virginia
<i>Honors in Psychology</i>	
William Wheeler Cleveland	Woodstock, Virginia
Gardner Elliott Cobb III	Franklin, Virginia
Jeffery Page Coleman	Charlottesville, Virginia
<i>Honors in Religion</i>	
Stephen August Coleman	<i>Cum laude</i> Richmond, Virginia
Barry Bruce Conrad II	Dallas, Texas
Paul Anthony Coudert	Greenwich, Connecticut
William Tucker Cowlbeck	Bedford, Virginia
John Patrick Cullen	Bel Air, California
Gary Helm Darden	Dallas, Texas
<i>Honors in History</i>	
Kenneth Christopher Darnell	Norfolk, Virginia
Edward Royland Davis	Charlottesville, Virginia
Gregory Robert Davis	Garden City, New York
Richard Henry deButts	Charlottesville, Virginia
William Jones deButts III	<i>Cum laude</i> Charlottesville, Virginia
James Leonard DeSantis	North Palm Beach, Florida
Matthew Thomas Dooley	Falls Church, Virginia
James Fielding Douthat	Roanoke, Virginia
John Daniel Dove III	Roanoke, Virginia
Raymond Harris Elmore	Colonial Heights, Virginia
Dale Preston Ennis	Hampton, Virginia
William Sherman Ernouf	Richmond, Virginia
James David Ewing	Gainesville, Georgia
Matthew Jon Farina	Miller School, Virginia
James Carlos Feliciano	Richmond, Virginia
James William Ferrell IV	Richmond, Virginia
Robert Emmet Fiveash	Virginia Beach, Virginia
David Edmond Forbes	<i>Cum laude</i> Oxon Hill, Maryland
<i>Honors in English</i>	
James Werner Forbes	Alexandria, Virginia
John Maynard Franklin	Vienna, Virginia
Edward Lewis Furlow	Silver Spring, Maryland
Carter Branham Snow Furr, Jr.	Norfolk, Virginia
Mark Edward Gammon	<i>Magna cum laude</i> Richmond, Virginia
<i>Honors in Religion</i>	
Joseph Godwin Glass	Buena Vista, Virginia
Robert William Godek	Virginia Beach, Virginia

Donald Brent Golemon	<i>Cum laude</i>	Austin, Texas
Raymond Christopher Goodhart		Gloucester Point, Virginia
Ormond Drew Grice, Jr.		New Bern, North Carolina
Earl David Grubbs, Jr.		Greenville, South Carolina
Steven Ralph Hagan, Jr.		Springfield, Virginia
Dennis Floyd Harrup III		Chesterfield, Virginia
Michael Christopher Hartman		Jacksonville, Florida
Glen Christopher Hasling		Norfolk, Virginia
Harris Martin Haynie		Fincastle, Virginia
George Harris Heilig III		Norfolk, Virginia
Ronald Scott Henderson		Ashburn, Virginia
Robert Wece Hinkle, Jr.		Glasgow, Virginia
Jon Michael Holland	<i>Magna cum laude</i>	Nassawadox, Virginia
Finley Clarke Holmes		Gulf Breeze, Florida
Robert Edward Lee Holt IV		Charleston, South Carolina
Michael Terry Hubbard	<i>Cum laude</i>	Portsmouth, Virginia
John David Hudson, Jr.		Roanoke, Virginia
Michael Christopher Hughes		Orange Park, Florida
Kemp Neal Hunt		Raleigh, North Carolina
Robert Hurt		Chatham, Virginia
David Alan Ingram		Oakton, Virginia
Clayton Wellington James		Gloucester, Virginia
John Berry Jewell IV		Franklin, Tennessee
Christopher Todd Johnson		Covington, Virginia
Andrew Rogers Kelley		Westfield, New Jersey
Jeffry Stanley Kellogg		Aurora, Ohio
Peyton Alexander Knight II		Richmond, Virginia
Frederick Barkev Koehler		High Point, North Carolina
Brian Wayne Kreider		Roanoke, Virginia
Michael James Lacks		Kenbridge, Virginia
Donald Laing IV	<i>In absentia</i>	Greenwich, Connecticut
Perrin Collier Lamar		Atlanta, Georgia
Christopher Richard Landrie		Annapolis, Maryland
Benjamin Tyre Law		Atlanta, Georgia
Jonathan Adrian Clark Lee		Forest, Virginia
David Neil LeGault		Hardy, Virginia
James Shields Livermon III		Enfield, North Carolina
Aubrey Garland Lucy		Midlothian, Virginia
William Henry Luesing IV	<i>Cum laude</i>	Atlanta, Georgia
Lawrence Henry Martin III		Hampden-Sydney, Virginia
Dale Wayne Matusevich		Blacksburg, Virginia
James Joseph McGrady		Virginia Beach, Virginia
Jonathan Lee McGrady		Hillsville, Virginia
Hugh Leo McLaughlin		Falls Church, Virginia

John Mitchell Merritt	Atlanta, Georgia
Mark Andrew Milam	Dumfries, Virginia
Dan Seawell Miller	Glencoe, Illinois
Kevin Lane Miller	Wichita Falls, Texas
	<i>Summa cum laude</i>
	<i>Honors in Philosophy</i>
Robert Field Moorman	Lawrenceville, Virginia
John David Morris	Arlington, Virginia
Richard Paul Mortorff	Columbia, Maryland
Patrick Daniel Mulquin	Rockville, Maryland
Stephen Craig Musilli	Cross Lanes, West Virginia
John William Myers IV	Richmond, Virginia
Phillip Doherty Myers	Atlanta, Georgia
Kenneth Dale Naumann, Jr.	Dallas, Texas
Thomas Rundle Neilson III	Westchester, Pennsylvania
Mark Anthony Newcomb	Pamplin, Virginia
Nolan Ray Nicely, Jr.	Clifton Forge, Virginia
Michael Anthony O'Malley	Fredericksburg, Virginia
John Michael Parkerson	Yorktown, Virginia
	<i>Summa cum laude</i>
	<i>Honors in Economics</i>
Russell Vaughan Parrish, Jr.	Gloucester Point, Virginia
John Michael Parsons	Atlanta, Georgia
Rory Trevor Perkins	OXon Hill, Maryland
Courtney McDowell Pernell	South Hill, Virginia
William Calvin Pitt IV	Ocala, Florida
Braxton Baker Pollard	Richmond, Virginia
Matthew Charles Porter	Chester, Virginia
Brent Wayne Railey	Covington, Virginia
Jeremy Warner Ransone	Arnold, Maryland
Christopher Haley Ray	Devon, Pennsylvania
Carter Cooper Redd	Boca Raton, Florida
James William Reid, Jr.	Richmond, Virginia
Joseph Allen Reynolds III	Roanoke, Virginia
Terrence Jerome Richardson	Koenigswinter, Germany
Charles Conrad Rickers III	Kenbridge, Virginia
Christian Jordan Smith Roberts	Easton, Maryland
Lewis Anthony Robinson	Annandale, Virginia
	<i>Honors in Political Science</i>
Todd Armstrong Rodriguez	Kimberton, Pennsylvania
David James Roper	Cream Ridge, New Jersey
Charles Glenn Rosemond IV	Richmond, Virginia
Gordon Elliott Rountree, Jr.	Shreveport, Louisiana
John Ranson Roussel	New Orleans, Louisiana
Lou Stephen Satchell	Easton, Maryland
John Wallace Savage	St. Petersburg, Florida

Paul Rocco Scanniello	Burke, Virginia
Thomas Robert Schroeder	<i>Magna cum laude</i> Roanoke, Virginia
William Sydnor Settle	New Vernon, New Jersey
Barclay Moye Shepard	Newport News, Virginia
Edward Unsok Shin	Midlothian, Virginia
George Burton Short	Roanoke, Virginia
Charles Warner Sommardahl, Jr.	Richmond, Virginia
Franklin Scott Soukup	Richmond, Virginia
Michael Alester Spears	Columbia, South Carolina
Philip Dawson Spessard	Richmond, Virginia
William Martin Stanley, Jr.	Vienna, Virginia
David Freeman Stewart	Vienna, Virginia
Taylor Brinkley Stone	Chester, Virginia
Rodney Jonathan Tallagnon	Point Pleasant, New Jersey
David McCuen Thomason	Greenville, South Carolina
Hugh Brandon Thompson	Alexandria, Virginia
Paul David Thompson	Halifax, Virginia
Travis Wayne Tisdale	Lunenburg, Virginia
John Franklin Townsend III	King William, Virginia
George Meredith Trible IV	West Point, Virginia
Louis Fisk Tyler III	McLean, Virginia
James Barrett Van Liew	Charlottesville, Virginia
Keith Harris Wadsworth	Winchester, Virginia
Christian Jared Ward	San Antonio, Texas
Thomas Joseph Ward, Jr.	Annapolis, Maryland

Honors in History

John Faulconer Ware III	Richmond, Virginia
Garwood Paul Whaley	Alexandria, Virginia
Hugh Martin White	Atlanta, Georgia
Craig Stewart Williams	Dallas, Texas
Miles Carrington Williams	Atlanta, Georgia
Scott Sheild Williams	Yorktown, Virginia
Kevin Joseph Wood	Easton, Maryland
Eric Michael Woodard	Roanoke, Virginia
David Christopher Zoby	Virginia Beach, Virginia

BACHELOR OF SCIENCE

Benjamin Altman	.....	Harrisburg, Pennsylvania
Matthew Tanner Ardison	.....	York, Pennsylvania
Fred Lewis Biggs	..... <i>Magna cum laude</i>	Wicomico, Virginia
Wendell Kent Cosenza	.....	Virginia Beach, Virginia
Curtis William Dailey	.....	Hampton, Virginia
James Michael Day	.....	Bowling Green, Virginia
Charles Triplett Dennis	.....	Winston-Salem, North Carolina
Kevin Lee Dixon	.....	St. Albans, West Virginia
Jerry Kevin Dumond	.....	Crewe, Virginia
James Alfred Evans	.....	Virginia Beach, Virginia
Stephen Russell Fore	.....	Farmville, Virginia
Bobby Dale Gehringer II	.....	Flint Hill, Virginia
Francis Benjamin Harrison	.....	Warfield, Virginia
Carter Lindsay Hobbs	..... <i>In absentia</i>	Norfolk, Virginia
Christopher Turnes Hutchinson	.....	Columbia, South Carolina
William Rowland Jones III	..... <i>Summa cum laude</i>	Amherst, Virginia

Honors in Chemistry

Frederick S. Lee	.....	Annandale, Virginia
Robert Faull Lemert	.....	Greenville, South Carolina

Honors in History

John Thomas Lenzi, Jr.	.....	Richmond, Virginia
Jonathan Eric Marston	..... <i>Summa cum laude</i>	Crewe, Virginia
Joseph Armistead McKissick	.....	Chatham, Virginia
John Howard Melton	.....	Falls Church, Virginia
Brian Michael Mitchell	.....	Appomattox, Virginia
Robert Lemley Montgomery	.....	Williamsburg, Virginia
Bradley Scott Nester	..... <i>Summa cum laude</i>	Hillsville, Virginia
George Coons Ochs	.....	Tallahassee, Florida
William Wagener Porter	.....	Oxford, Maryland
Milton Prentiss Reid III	..... <i>Summa cum laude</i>	Clarksville, Virginia

Honors in Economics

Thomas Joseph Robinson	.....	Manassas, Virginia
Scott Benjamin Scheer	.....	Lake Bluff, Illinois
Karl Kvam Schneider	.....	Reston, Virginia
Stephen Fitzgerald Selden	.....	Mechanicsville, Virginia
Juris Peteris Simanis	..... <i>Cum laude</i>	Lexington, Virginia

Honors in Biology

Stephen Patrick Still	.....	Hampton, Virginia
	<i>Honors in Chemistry</i>	

Maung Maung Thant (Randy Vel)	.....	Farmville, Virginia
Robert Cosby Wade	.....	Bon Air, Virginia

Honors in Biology

John Frederick Wall	..... <i>Magna cum laude</i>	Stanleytown, Virginia
Jeremy David Webster	.....	Swoope, Virginia

Carl Britt Wester Henderson, North Carolina

DEGREES GRANTED AUGUST 29, 1990

BACHELOR OF ARTS

Robert Bradley Babcock	Woodland Hills, California
Alan Keith Barr	Richmond, Virginia
Marvin Butler Bennett III	Greensboro, North Carolina
Mark Steven Bridges	Virginia Beach, Virginia
David Polson Brown	Charleston, South Carolina
Karl Aden Carver	Burke, Virginia
James Royal Dillon III	Atlanta, Georgia
Clyde Marshall Flagg, Jr.	Bowling Green, Virginia
Charles Moran Goetz III	Atlanta, Georgia
Edwin Brown Gough III	Charlottesville, Virginia
Alexander Cedric Grabiec	Chestertown, Maryland
Walter Levering Hooker, Jr.	Richmond, Virginia
David Christopher Mason	Reston, Virginia
Douglas Kermit Tardio	Potomac, Maryland

COMMISSIONING OF OFFICERS

Commissioning Officer for the Army: Lt. General Samuel V. Wilson (Ret.)
James Werner Forbes
David Freeman Stewart
Stephen Patrick Still

TROPHIES AND AWARDS PRESENTED AT GRADUATION

THE GAMMON CUP

Given annually in memory of Dr. Edgar G. Gammon, Class of 1905, pastor of College Church 1917-1923, and President of the College 1939-1955, to the member or members of the graduating class who have best served the College. Character, scholarship, and athletic ability are considered.

1991 Recipient: Milton P. Reid III '91

THE ALGERNON SYDNEY SULLIVAN MEDALLIONS

Given annually in honor of its first president, Algernon Sydney Sullivan, by the New York Southern Society. At least one recipient of this award is a member of the graduating class who has distinguished himself for excellence of character and generous service to his fellows. The other recipients are usually chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

1991 Recipients: Wendell K. Cosenza '91
James E. Pohl

THE ANNA CARRINGTON HARRISON AWARD

Given annually, in memory of his mother, through the generosity of Mr. Fred N. Harrison of Richmond, Virginia, to the junior or senior who has shown the most constructive leadership during the school year.

1991 Recipient: Todd A. Rodriguez '91

THE SAMUEL S. JONES PHI BETA KAPPA AWARD

Given by the Eta of Virginia Chapter in recognition of intellectual excellence. The award is made possible by the generosity of the alumnus, Class of 1943, whose name it bears.

1991 Recipients: J. Michael Parkerson '91
Stephen P. Still '91

THE CABELL AWARD

Given to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell award was created by the

Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

1991 Recipient: Dr. Owen L. Norment, Jr.

THE ROBERT THRUSTON HUBARD IV AWARD

Given annually in memory of Robert Thruston Hubard IV, a member of the Class of 1935 and a professor of political science from 1946 until 1982, to that member of the faculty or staff most distinguished for active devotion and service to the College and her ideals.

1991 Recipient: John H. Waters III '58

THE THOMAS EDWARD CRAWLEY AWARD

Given in memory of Thomas Edward Crawley, Class of 1941, who served the College as teacher, scholar, musician, and dean from 1946 until 1984, to that professor most distinguished for devoted service to the ideals of Hampden-Sydney and the education of her sons.

1991 Recipients: Dr. Elizabeth J. Deis
Dr. Lowell T. Frye

THE SENIOR CLASS AWARD

Given by the Senior Class at Commencement to a member of the faculty, administration, or College staff who in the eyes of the Class members has contributed during their four years most significantly to the College, her students, and the community.

1991 Recipient: Dr. Lewis H. Drew '60

THE TRUSTEES' PRIZE

Given on behalf of the Board by a Trustee of the College to that member of the faculty who, acknowledged by peers and students alike for superior teaching, also brings distinction to himself and to the College through acclaimed research, publication, or other intellectual labor of merit.

1991 Recipient: Dr. L. Neely Beard, Jr.

OMICRON DELTA KAPPA

Mahdi Mohammad Abu-Omar '92
Robert Calvin Beverly '91
 Fred Lewis Biggs '91
Raymond Dwayne Bowyer '92
 Troy Eugene Drafton '92
 Matthew Joseph Ford '92
 Mark Edward Gammon '91
Clayton Wellington James '91
 Joseph Scott Just '92
John Thomas Lenzi, Jr. '91
 Stephen Craig Musilli '91
 Bradley Scott Nester '91
Joseph Michael Parkerson '91
 Milton Prentiss Reid III '91
Christian Jordan Smith Roberts '91
 Thomas Joseph Robinson '91
Todd Armstrong Rodriguez '91
 Juris Peteris Simanis '91
 Michael Louis Speckhart '92
 Russell Devlin Turner '92
Keith Harris Wadsworth '91
 Edwin Love West III '92
Christopher Reed Williams '92
 Eric Michael Woodard '91

PHI BETA KAPPA

James Anderson Abbott '91
 Fred Lewis Biggs '91
 Eunice Ward Carwile '92
 Jeffery Page Coleman '91
 Mark Edward Gammon '91
 Jon Michael Holland '91
 Michael Terry Hubbard '91
William Rowland Jones III '91
William Henry Leusing IV '91
 Jonathan Eric Marston '91
 Kevin Lane Miller '91
 Harvey Todd Moose '92
 Richard Paul Mortorff '91
 Phillip Doherty Myers '91
 Bradley Scott Nester '91
 Nolan Ray Nicely, Jr. '91
 John Michael Parkerson '91
 Russell Vaughan Parrish, Jr. '91
 Milton Prentiss Reid III '91
 Joseph Allen Reynolds III '91
Christian Jordan Smith Roberts '91
 Thomas Robert Schroeder '91
 Juris Peteris Simanis '91
 John Frederick Wall '91

1990-91 MERIT SCHOLARS

MADISON SCHOLARS

Matthew J. Ford
William R. Jones
Jeremy R. Koons

ALLAN SCHOLARS

Asa M. Elkins
Keith A. Hill
John A. Meadows
Kevin L. Miller
Matthew C. Porter
Milton P. Reid III

PATRICK HENRY SCHOLARS

Walter F. Abbott IV
Aaron C. Beshears
Christopher D. Bowen
Christian N. Carlson
Daniel E. Daly
Christopher R. Dodson
Troy E. Drafton
Richard L. Gann II
Donald S. Keough
Bradley S. Nester
J. Michael Parkerson
Juris P. Simanis
Calvin S. Spencer, Jr.
Russell D. Turner
Allen H. White III
John M. Zell

VENABLE SCHOLARS

William S. Baggett
B. Bradshaw Bray
David B. Brickhill
Jeffery P. Coleman
John B. Covington
William C. Dalasio
Daniel G. Drew, Jr.
David E. Forbes
Thomas C. Gabrell
Mark E. Gammon
Brian A. Irving
Timothy P. Jankowski
McAlister C. Marshall
Jonathan E. Marston
John J. Miller
Brian M. Mitchell
Brian C. Monk
Richard P. Mortorff
Ricky L. Parham
Timothy L. Riddell
Thomas J. Robinson
Frederick L. Smith
F. Scott Soukup
Michael L. Speckhart
Gregory K. Walker
John F. Wall
Christian J. Ward
Edwin L. West III

LEADERSHIP AWARDS

Robert K. Caudle III
Raymond H. Elmore
Edward S. Harrison
Michael D. Jones
Raymond Oxmann, Jr.
Courtney M. Pernell
Mark Jay Robertson
Geoffrey L. Seamster

FRESHMEN 1990-91

John Fletcher Abele, Jr. Birmingham, Alabama
 Craig T. Adcock Lawrenceville, Virginia
 Peter T. Albert Tallahassee, Florida
 Lynn M. Allen Morganza, Louisiana
 John J. Ambler Virginia Beach, Virginia
 F. D. Austin IV Washington, North Carolina
 Michael W. Ayer Poquoson, Virginia
 William J. Barnett West Palm Beach, Florida
 Christopher D. Barrett Alexandria, Virginia
 David A. Barton Jacksonville, Florida
 Eric N. Beck Danville, Virginia
 David Brian Belfield Warsaw, Virginia
 G. Holmes Bell IV Savannah, Georgia
 Coard A. Benson Easton, Maryland
 Clinton C. Berry III Montgomery, Alabama
 Garrett H. Booker Chesapeake, Virginia
 Raymond D. Boswell Knoxville, Tennessee
 Christopher D. Bowen Shreveport, Louisiana
 Andrew E. Branch Norfolk, Virginia
 Patteson Branch III Richmond, Virginia
 Anthony F. C. Brooks Alexandria, Virginia
 Charles S. Bryan Columbia, South Carolina
 Robert H. Bryson III Tallahassee, Florida
 James Noel Bumpas Colonial Heights, Virginia
 Andrew T. Burnett Richmond, Virginia
 Michael B. Burnett Norfolk, Virginia
 W. Blake Burr Emporia, Virginia
 James C. Cardillo Manhasset, New York
 Christian N. Carlson Marietta, Georgia
 Thomas H. Carr, Jr. Hanover, Virginia
 John H. Carter Chattanooga, Tennessee
 Randall I. Casciello Midlothian, Virginia
 Miguel Castanha Lisbon, Portugal
 Christopher A. Chase Irvine, California
 Stephen R. Chesnutt Henderson, North Carolina
 Beverley B. Clary III Richmond, Virginia
 John V. Colasanto Alexandria, Virginia
 Kevin J. Collins Williston Park, New York
 Sean K. Collins Virginia Beach, Virginia
 Richard H. Cooke, Jr. Charlotte, North Carolina
 Brian D. Crist Blacksburg, Virginia
 Robert V. Croker Williamsburg, Virginia
 Roy Braxton Culler IV High Point, North Carolina
 Sean Ryan Dalton Newport News, Virginia
 Daniel E. Daly Springfield, Virginia
 David G. Defazio Richmond, Virginia
 George S. Dewey Charlotte, North Carolina
 Henry M. Dickens Enfield, North Carolina
 James A. I. Digges Williamsburg, Virginia
 Christopher R. Dodson Newport News, Virginia
 William M. Douglass St. Simons Island, Georgia
 Dixon P. Downey III Washington, Connecticut
 C. Douglas Dunsavage Larue, Texas
 Eric F. Early Roanoke, Virginia
 Tarek M. El Gammal Augusta, Georgia
 Phillip C. Eldred Greensboro, North Carolina
 Daniel W. Ellis III Charleston, South Carolina
 John M. Evans, Jr. Rocky Mount, North Carolina
 Christian S. Failmezger Alexandria, Virginia
 Christopher L. Fallen Midlothian, Virginia
 Daniel G. Fannon Middleburg, Virginia
 J. Christopher Faussemagne Atlanta, Georgia
 James P. Ferguson, Jr. Rome, Georgia
 Michael S. Finucane Nashville, Tennessee

Jason W. Flora Richmond, Virginia
 Mathew D. Fluharty Newport News, Virginia
 Bradley Scott Franklin Fairfield, Virginia
 Michael Devin Galligan McMinnville, Tennessee
 C. Scott Garliss Fallston, Maryland
 Wesley B. Garrett Gainesville, Georgia
 Bretton R. Gauntlet Dallas, Pennsylvania
 Cetric A. Gayles Chase City, Virginia
 Robert J. Geiger Wilson, North Carolina
 Donald Gilliam Brookneal, Virginia
 Geoffrey K. Gilmore Roanoke, Virginia
 Howard W. Glasgow III Charlotte, North Carolina
 Paul E. Glass III Jacksonville, Florida
 Dwight D. Goforth Max Meadows, Virginia
 Mark E. Goodwin Conyers, Georgia
 Jacob M. Greenblat Norcross, Georgia
 Greg A. Grider Dumfries, Virginia
 William Howe Grover Woodbridge, Virginia
 J. Addison Hagan IV Virginia Beach, Virginia
 Peter A. Hall Roanoke, Virginia
 Andrew J. Harrell IV Kinston, North Carolina
 Bradford K. Harris Roanoke, Virginia
 Jonathon P. Hayes Atlanta, Georgia
 Joseph A. Hazlegrove III Farmville, Virginia
 Samuel P. Henry, Jr. Dallas, Texas
 V. Blaine Hill Lynchburg, Virginia
 Haynie M. Hite III Kenbridge, Virginia
 George E. Honts IV Fincastle, Virginia
 James Brian Hopkins Roanoke, Virginia
 Jacob A. Horstman Columbia, Maryland
 John S. Hostetter, Jr. Fairfield, Virginia
 Forrest Dale Howard Raleigh, North Carolina
 John R. Howie, Jr. Dallas, Texas
 Robert A. Huey / St. Louis, Missouri
 Allan B. Hunt Nashville, Tennessee
 Clayton B. Hunt Greenville, South Carolina
 Henry Charles Hurt III Chatham, Virginia
 Kenneth G. Hutcheson Richmond, Virginia
 Casey W. Hyland Louisville, Kentucky
 Ralph H. Johnson III Virginia Beach, Virginia
 Henry M. T. Jones Rumson, New Jersey
 Kelley B. Jones Wilmington, North Carolina
 Roger W. Jones Newport, North Carolina
 Steven Jones Concord, North Carolina
 Eric Y. Jones Jr. Hopewell, Virginia
 Seth S. Joyner Jacksonville, Florida
 Matthew H. Karnitschnig Paradise Valley, Arizona
 Christopher J. Kennedy Hampton, Virginia
 Donald S. Keough Baltimore, Maryland
 Herbert L. King, Jr. Clifton Forge, Virginia
 William J. Kinnamon III Fredericksburg, Virginia
 David Austin Kirk Newport News, Virginia
 Gregory W. Koehlert Owings Mills, Maryland
 Kevin M. Kunst Southold, New York
 Jeffrey J. Laurent Marietta, Georgia
 Richard P. Lawson Tampa, Florida
 Aaron A. Legum Chesapeake, Virginia
 Richard A. Lehew II Richmond, Virginia
 J. Christopher Lemons Richmond, Virginia
 Matthew C. Lindsay Charleston, West Virginia
 Selley Leo Liu Danville, Virginia
 Andrew C. Lowe Virginia Beach, Virginia
 Michael D. Luter Windsor, Virginia
 Gordon M. MacGill Richmond, Virginia
 C. M. Marlowe High Point, North Carolina
 Edwin S. Martin Forest, Virginia

John J. Mayfield III	Richmond, Virginia	Everette M. Seay IV	Newport News, Virginia
Joseph M. McCormick	Madison Heights, Virginia	Laine J. Seely	Danville, Virginia
P. H. McDougald	Winston-Salem, North Carolina	John H. Selzer	Dallas, Texas
Alexander B. McGee	Atlanta, Georgia	Michael J. Shannon, Jr.	New Orleans, Louisiana
Lane Eric McIntosh	Kearneysville, West Virginia	Jonathan B. Sheppard	Georgetown, Texas
Donald G. McLeod, Jr.	Charlotte, North Carolina	Philip R. Sheppard	Greensboro, North Carolina
Robert W. McMahan	Raleigh, North Carolina	Andrew D. Shull	Hattiesburg, Mississippi
Chandler C. McNair	Columbia, South Carolina	William F. Shumadine III	Richmond, Virginia
John T. McPherson	Oneonta, Alabama	John C. Sifford	Brentwood, Tennessee
John J. Meadows	Augusta, Georgia	Anthony J. Silva	Franklin, Tennessee
Wyndell Hunt Merritt II	North Garden, Virginia	Jonathan C. Smith	Kinston, North Carolina
R. Matthew Miles	Lexington, Virginia	Peter C. Smith	Chesterfield, Virginia
John J. Miller	Ravenswood, West Virginia	Steve C. Smith	Lynchburg, Virginia
Simon L. Miller	Mermaid Waters, Australia	Steven L. Sorrells	Raphine, Virginia
G. Thomas Minton III	Norfolk, Virginia	Calvin S. Spencer, Jr.	Victoria, Virginia
Robert W. Mitchell	Franklin, Tennessee	Robert W. Spessard	Roanoke, Virginia
Damon E. Moley	McLean, Virginia	Mercer F. Stanfield	Wilmington, North Carolina
Timothy V. Monahan	Jacksonville, Florida	Michael L. Staunton	Lewisburg, West Virginia
Carter W. Moran	Anderson, South Carolina	Bryson D. D. Stephens	Birmingham, Alabama
Jaison G. Morgan	Richmond, Virginia	Dwayne H. Stinson	Cumberland, Virginia
Howard J. Morrison III	Atlanta, Georgia	John Carter Stone	Wytheville, Virginia
John W. Murray IV	Pensacola, Florida	Rock K. Stone	Kannapolis, North Carolina
Richard R. Nelson	Roanoke, Virginia	J. Ellsworth Summers	Jacksonville, Florida
John Cason Newbern	Troutville, Virginia	Gregory D. Suskind	Savannah, Georgia
Brant R. Nicks	Wilmington, North Carolina	James G. Swigert	Yonges Island, South Carolina
John A. Nolde III	Richmond, Virginia	Malcolm K. Sydnor	Lynchburg, Virginia
Dale R. Nowery	Petersburg, Virginia	James W. Taylor III	Montreat, North Carolina
Christopher P. O'Brien	Annapolis, Maryland	William B. Temple	Rome, Georgia
Daniel S. O'Callaghan	Katonah, New York	Roy T. Tepper III	Richmond, Virginia
Sean M. O'Dwyer	Vienna, Virginia	Jonathon W. Thayer	Dallas, Texas
Juan C. Ortega	Montgomery, Alabama	James Patrick Thomas	Richmond, Virginia
Frank H. Overton, Jr.	Signal Mountain, Tennessee	Alan C. Thomson	Devonshire, Bermuda
Andrew R. Owen	Richmond, Virginia	Matthew I. Van Horn	Chapel Hill, North Carolina
Raymond Oxmann	Kenner, Louisiana	Durant G. Vick, Jr.	Raleigh, North Carolina
Scott A. Park	Mobile, Alabama	Charles M. Viser	Charlotte, North Carolina
James H. Parker IV	Richmond, Virginia	Mitchell G. Voyer	Virginia Beach, Virginia
David C. Parker, Jr.	Bridgeport, West Virginia	Joseph Judson Waff	Charlottesville, Virginia
Anthony J. Pascal	Winston-Salem, North Carolina	Michael D. Walsh	Arlington, Virginia
Peter A. Pearce, Jr.	Greensboro, North Carolina	David S. Warren	Charlotte, North Carolina
Sean P. Pepe	Hampton, Virginia	John Chadwick Waterworth	Lynchburg, Virginia
Ronald Brent Platt	Sterling, Virginia	Stephen C. Weeks	Montreat, North Carolina
Jason K. S. Porter	Hurt, Virginia	David Chad Wheeling	Salem, Virginia
John M. Porter	Winston-Salem, North Carolina	Bradley C. Whitehurst	Dumfries, Virginia
Brent C. Powers	Crewe, Virginia	Robert E. Wick III	Bristol, Tennessee
John S. Pucher	Norfolk, Virginia	Christopher Wilson	Quinton, Virginia
Michael D. Purvis	Lovingston, Virginia	Michael Winfrey	Atlanta, Georgia
Joshua H. Rahman	Richmond, Virginia	Andrew B. Wise	Winchester, Virginia
Shapell Deon Randolph	Phenix, Virginia	Paxton K. Wolfrey	Manakin-Sabot, Virginia
M. T. Ranson	South Charleston, West Virginia	Bruce M. Wood	Lynchburg, Virginia
Riley H. Rector	Dyersburg, Tennessee	James A. Wood, Jr.	Wingina, Virginia
William R. Reid	Abingdon, Virginia	C. C. Woodard	Spartanburg, South Carolina
Wesley Thomas Reisz	San Antonio, Texas	Peter L. Wooldridge	Dallas, Texas
Patrick J. Rhea	Franklin, Tennessee	William H. Wright V	Charleston, South Carolina
Lavern D. Richards, Jr.	Rochester Hills, Michigan	Brian R. Wurster	Garden City, New York
Larry Scott Riggs	Chesapeake, Virginia		
Britt A. Ritter	Nashville, Tennessee		
T. Atkinson Roberts, Jr.	Birmingham, Alabama		
Robert H. Robinson, Jr.	Georgetown, Delaware		
Thomas W. Rodgers	Warrenton, Virginia		
Josh Boulton Roman	Bellaire, Texas		
Chad S. Runnion	Franklin, Tennessee		
Russell W. Ryan	South Charleston, West Virginia		
Jason J. Sandoval	Tulsa, Oklahoma		
James E. Savin III	Virginia Beach, Virginia		
John G. Scott	Greensboro, North Carolina		
Lewis Lanier Scruggs III	Augusta, Georgia		

SOPHOMORES 1990-91

Walter F. Abbott IV	Augusta, Georgia
John M. Acken, Jr.	Jacksonville, Florida
John D. Aiken III	Greenville, South Carolina
John H. Alexander	Fork Union, Virginia
Richard E. Allen	Augusta, Georgia
Timothy D. Arnold	Leesburg, Virginia
Richard Y. Atlee, Jr.	Yorktown, Virginia
James C. Austin	Rice, Virginia

Paul G. Babb	Williamsburg, Virginia	Thomas M. Ekman	Newport News, Virginia
C. Porter Banister, Jr.	Anniston, Alabama	Asa M. Elkins	Amherst, Virginia
Leonid M. Barkan	Charlotte, North Carolina	S. Wayne Erwin	Knoxville, Tennessee
Keith L. Barksdale	Meherrin, Virginia	H. Mark Estes	Farmville, Virginia
Fuad Y. Bateh	Homewood, Alabama	Mark D. Fields	Catlettsburg, Kentucky
Robyn B. Battale	White Post, Virginia	Robert M. Fleet	Mechanicsville, Virginia
Joel S. Benefiel	Naples, Florida	David J. Fleming	San Luis Obispo, California
J. H. Biederman, Jr.	Huntington, West Virginia	Kevin J. Foran	Little Silver, New Jersey
Douglas C. Billian, Jr.	Atlanta, Georgia	J. Cooper Fowler	Greensboro, North Carolina
Hardt W. Bing	Charlotte, North Carolina	Thomas C. Gabrell	Rice, Virginia
George T. Bird III	Bland, Virginia	David N. Gallik	Charlottesville, Virginia
Edward W. Blakely, Jr.	Jacksonville, Florida	Chadrick J. Garber	Roanoke, Virginia
Brad E. Blythe	Courtland, Virginia	William N. Glasgow	Silver Spring, Maryland
Kevin C. Booker	Moneta, Virginia	Dennis M. Goldin	Norfolk, Virginia
David B. Brickhill	Arlington, Virginia	Holt B. Gray	Pfafftown, North Carolina
James L. Bright	Lookout Mountain, Tennessee	Matthew R. Green	Galesville, Maryland
Robert W. Brinson	Charlotte, North Carolina	Christopher A. Gregg	Houston, Texas
David L. Britt	Poquoson, Virginia	M. Scott Gregg	Powhatan, Virginia
Carter P. Brooks	Richmond, Virginia	John F. Groves, Jr.	Winston-Salem, North Carolina
Robert W. Cabaniss III	Richmond, Virginia	Stephen M. Guarneri	Richmond, Virginia
Steward J. Carlisle	Lewisburg, West Virginia	Mark C. Guenard	Hanover, Massachusetts
William R. Carpenter IV	Newport News, Virginia	James M. Guion	Lafayette, Louisiana
J. David Carter	Nathalie, Virginia	Matthew J. Haas	Baltimore, Maryland
Robert K. Caudle III	Richmond, Virginia	Christopher D. Haddock	Centreville, Virginia
Aaron J. Chandler	Milton, West Virginia	Gregory S. Hagar	Danville, Virginia
Christopher R. Chandler	Richmond, Virginia	Christopher A. Harkess	Anchorage, Kentucky
D. C. Chandler III	Winston-Salem, North Carolina	Richard T. Harry, Jr.	Charlottesville, Virginia
Christopher T. Chapel	Reston, Virginia	Gregory S. Hatfield	Fredericksburg, Virginia
Gary W. Chenault, Jr.	Williamsburg, Virginia	David H. Head, Jr.	Point Clear, Alabama
Rajeev Chopra	Bluefield, Virginia	Roger E. Heflin, Jr.	Annandale, Virginia
R. Yates Clagett	Brandywine, Maryland	Brian A. Helleberg	Charlottesville, Virginia
Alan R. Clardy	Ocala, Florida	John T. Helm IV	Franklin, Tennessee
Benjamin H. Clark	Dayton, Ohio	Charles W. Henry III	Midlothian, Virginia
Ian S. Coates	Greensboro, North Carolina	H. Keith Henshaw	Church Road, Virginia
Robert H. Cofield	Rochester, Minnesota	Jeffrey B. Hensley	San Diego, California
Zachary W. Collett	Atlanta, Georgia	James C. Hickey III	Richmond, Virginia
Richard D. Condos	Wayne, Pennsylvania	Paul P. Hicks III	Farmville, Virginia
John T. Conner II	Scott Depot, West Virginia	William L. Hicks, Jr.	Richmond, Virginia
Andrew B. Cook	Lewisburg, West Virginia	Robert L. Higgs	Richmond, Virginia
Christopher D. Cooper	Charleston, South Carolina	Creighton J. Hite	Miami, Florida
Michael J. Covaney	Virginia Beach, Virginia	Matthew S. Hollowell	Charlotte, North Carolina
John B. Covington	Pamplin, Virginia	William H. Hoofnagle IV	Richmond, Virginia
W. Sumter Cox, Jr.	Charlotte, North Carolina	William C. Hope IV	Irvington, Virginia
G. Alexander Crawford	Atlanta, Georgia	George M. Howe III	Belmont, North Carolina
S. Henry Creasy IV	Forest, Virginia	Richard W. Howell	Rochester, Indiana
Geoffrey E. Cronan	Louisville, Kentucky	Richard E. Howes	Whately, Massachusetts
James Spencer Culp	North Augusta, South Carolina	David W. Hutchinson	Columbia, South Carolina
W. David Culp, Jr.	Newport News, Virginia	John G. Hutchinson	Charleston, West Virginia
Derek B. Cundiff	Roanoke, Virginia	William P. Irwin V	Spartanburg, South Carolina
William C. Dalasio	Eagleville, Pennsylvania	Robert A. Jamison	Roanoke, Virginia
Charles R. Davies	Suffolk, Virginia	James C. Jamison II	Richmond, Virginia
Edward L. Davies	Woodberry Forest, Virginia	Timothy P. Jankowski	Milwaukee, Wisconsin
Paul B. Davis	Greensboro, North Carolina	David G. Jenkins	Rice, Virginia
H. Davey Deffinbaugh, Jr.	Street, Maryland	Jon T. Johnson	Lovington, Virginia
Allen K. Domingos	Mandeville, Louisiana	Thomas W. Johnson	Spring, Texas
Steven D. Douglas	Verona, Pennsylvania	Ted E. Jones	Rawlings, Virginia
James K. Duffy	Annandale, Virginia	Louis J. Jones II	Darlington, South Carolina
Todd M. Dumond	Madawaska, Maine	Carlton T. Kemper	Farnham, Virginia
Marvin C. Duncan	Winter Springs, Florida	John G. Kemper	Norfolk, Virginia
Joseph E. Dunn	Baskerville, Virginia	Jon K. Kjos	Pensacola, Florida
Joseph R. Durant	Sapelo Island, Georgia	William C. Klutz III	Salisbury, North Carolina
Erich N. Durlacher	Mandeville, Louisiana	Jeremy R. Koons	Dallas, Texas
Eric D. Dye	Abingdon, Virginia	Paul J. Landaiche, Jr.	Drexel Hill, Pennsylvania
C. Dean East	Glade Hill, Virginia	Colin B. Lardner	Dallas, Texas
Hayward S. Edmunds	Spartanburg, South Carolina	Jonathan E. Ledbetter	Huntsville, Alabama
Hugh G. Edmunds	Richmond, Virginia	James P. Leutze	Wilmington, North Carolina

Albert J. Lewis	Rockbridge Baths, Virginia	Chase City, Virginia
Tucker Lincoln	Clemmons, North Carolina	Virginia Beach, Virginia
Eric J. Lindberg, Jr.	Atlanta, Georgia	Draper, Virginia
Jonathan A. Mackler	Franktown, Virginia	Gainesville, Georgia
John A. March	Rumson, New Jersey	Rice, Virginia
Raleigh M. Mason	Lexington, Virginia	Kingsport, Tennessee
Kendrick W. Mattox III	LaGrange, Georgia	Charlotte, North Carolina
Deane B. Maury	Richmond, Virginia	Richmond, Virginia
John S. May III	Greensboro, North Carolina	Roanoke, Virginia
Robert H. McBride	Dallas, Texas	Huntsville, Alabama
A. C. M. McClintock	Hampden-Sydney, Virginia	Richmond, Virginia
W. Banks McClintock IV	Charlotte, North Carolina	South Boston, Virginia
John H. McDaniel	Lynchburg, Virginia	Richmond, Virginia
John W. McElderry	Augusta, Georgia	Liberty, North Carolina
Timothy O. McGuill	Richmond, Virginia	Amherst, Virginia
Gray T. McKinley	Richmond, Virginia	Baltimore, Maryland
Scott R. Meadows	Richmond, Virginia	Manakin-Sabot, Virginia
John C. Mellon	Atlanta, Georgia	Roanoke, Virginia
Matthew F. Mendez	Poquoson, Virginia	Whitepost, Virginia
Carl B. Mica	Austin, Texas	Miami, Florida
H. Hueston Middleton	Arlington, Virginia	Roanoke, Virginia
James A. Miller	King George, Virginia	Richmond, Virginia
John J. Miller III	Lawrenceville, Virginia	Disputanta, Virginia
John W. Milton	Fairfax, Virginia	Atlanta, Georgia
William B. Montgomery II	Rice, Virginia	Cockeysville, Maryland
Jarrod B. Moore	Fairburn, Georgia	Wilmington, North Carolina
C. Joseph Moss	Richmond, Virginia	Roanoke, Virginia
David W. Mulford	Knoxville, Tennessee	Charlotte, North Carolina
Barten E. Nealy	Atlanta, Georgia	Meadow Bridge, West Virginia
Ernest L. Norman, Jr.	Richmond, Virginia	Bassett, Virginia
Peter T. Northway	Atlanta, Georgia	Chatham, Virginia
Ronald M. Occhiputo	Hampden-Sydney, Virginia	Norfolk, Virginia
John E. Oechsle	Gibson Island, Maryland	Mechanicsville, Virginia
Christopher W. Ogburn	Sandston, Virginia	Charleston, West Virginia
Timothy R. Ortman	Rome, Georgia	Roanoke, Virginia
Rodney L. Pace II	Matthews, North Carolina	Danville, Virginia
Alan R. Patterson	Troutville, Virginia	Rockville, Maryland
David B. Pearman	Norfolk, Virginia	Murphy, Virginia
John E. Peterson	Oakton, Virginia	Fredericksburg, Virginia
Peter E. Peterson	Philadelphia, Pennsylvania	Reidsville, North Carolina
Charles E. Petty III	Matthews, North Carolina	Fairfax, Virginia
Lambert P. Pickett	Augusta, Georgia	Winston-Salem, North Carolina
Paul C. Piechocki	Baltimore, Maryland	Bland, Virginia
Robert B. Ploeger, Jr.	Norfolk, Virginia	Exmore, Virginia
Coleman W. Pollard	Richmond, Virginia	Augusta, Georgia
W. English Pope	Marietta, Georgia	Clifton, Virginia
William D. Puckett, Jr.	Birmingham, Alabama	Harrisonburg, Virginia
David M. Ray	Millboro, Virginia	Longmeadow, Massachusetts
John J. Regan	Plandome, New York	Richmond, Virginia
W. Taylor Rhodes	Portsmouth, Virginia	Virginia Beach, Virginia
W. Clayton Richardson	Lynchburg, Virginia	Seaford, Virginia
Mark J. Robertson	Annandale, Virginia	Highland Springs, Virginia
Clayton S. Robinson	Carrollton, Georgia	Winchester, Virginia
A. Lloyd Robrecht	Salem, Virginia	Richmond, Virginia
Ricardo J. Rojas	Danville, Virginia	Danville, Virginia
Brian A. Rollison	Richmond, Virginia	Roanoke, Virginia
Christopher S. Rosati	Durham, North Carolina	Charlotte, North Carolina
Levering V. Ruhl III	Towson, Maryland	Charlottesville, Virginia
Earl Richard Ruth	Richmond, Virginia	Hanover, Pennsylvania
M. Anderson Sale	Jefferson City, Missouri	Birmingham, Alabama
James R. Schlesinger, Jr.	Arlington, Virginia	Staunton, Virginia
Wilson W. Schoellkopf	Dallas, Texas	Jacksonville, Florida
Jason C. Schwandt	Bridgeport, New York	Rye, New York
William S. Schwind	Miami, Florida	Williamsburg, Virginia
John G. Scott	Statesville, North Carolina	
Geoffrey L. Seamster	Kenbridge, Virginia	

JUNIORS 1990-91

Thomas V. Dinh	Richmond, Virginia
Mark H. Dishner	Kingsport, Tennessee
Edward A. Dittmar	Dallas, Texas
Troy E. Drafton	Beckley, West Virginia
D. Griffith Drew	Beckley, West Virginia
Stephen M. Driscoll	Williamsburg, Virginia
Rand M. DuPriest	Ashland, Virginia
Henry H. Edens III	Richmond, Virginia
David N. Edwards	Atlanta, Georgia
Jeffrey C. Eisenbeiss	Norfolk, Virginia
Kenneth M. Elliott III	Springfield, Virginia
John Tayloe Emery	Warsaw, Virginia
Benjamin S. Engram III	Albany, Georgia
Cameron M. Evans	Greenville, North Carolina
Floyd T. Fallen, Jr.	Midlothian, Virginia
Robert John Farris, Jr.	Urbanna, Virginia
Jeremy D. Fass	Newport News, Virginia
Robert A. Ferguson	Yorktown, Virginia
Brian E. Ferrell	Waterford, Virginia
John M. Field	Brookline, Massachusetts
Lane W. Foard	Roanoke, Virginia
Pace Mahood Fonville, Jr.	Richmond, Virginia
James Cabelb Fooshe	Arlington, Virginia
Matthew J. Ford	Trafford, Pennsylvania
Chapin A. Frazee	Richmond, Virginia
Andrew W. Freitas	Fairfax, Virginia
Richard L. Gann II	Nashville, Tennessee
John Cline Garber, Jr.	Roanoke, Virginia
Joseph G. Glass	Buena Vista, Virginia
James B. Glenn II	Roanoke, Virginia
William M. Grant, Jr.	Charlottesville, Virginia
Clarence E. Hall III	Victoria, Virginia
J. W. Frank Haner	Roanoke, Virginia
Phillip M. Harman	Blacksburg, Virginia
Gaston C. Harris III	Spartanburg, South Carolina
Edward S. Harrison	Severna Park, Maryland
Jeffrey A. Harrison	New Canaan, Connecticut
Michael Craig Hayes	Richmond, Virginia
Dwayne S. Haywood	Grafton, Virginia
William L. Herring, Jr.	Richmond, Virginia
Cecil W. Hickam III	Pulaski, Virginia
James Allie Hicks, Jr.	Poquoson, Virginia
Keith A. Hill	Martinsville, Virginia
Alan James Hiss	Miami, Florida
David Davies Hood, Jr.	Birmingham, Alabama
J. D. Hungarland	Winston-Salem, North Carolina
D. E. Hydrick IV	Wadmalaw Island, South Carolina
Brian A. Irving	Hollywood, Florida
Christopher C. Jackson	Dallas, Texas
Sage B. Johnson	Abingdon, Virginia
Damian A. Jones	El Toro, California
H. Giles Jones	Calhoun, Georgia
Michael Duane Jones	Mt. Pleasant, North Carolina
Alfred F. Jones III	Coral Gables, Florida
Franklin R. Jones, Jr.	Richmond, Virginia
Joseph Scott Just	LaCrosse, Virginia
Patrick C. Kaufman	Sea Island, Georgia
Scott G. Kerridge	Millersville, Maryland
Jeffrey A. Keton	Richmond, Virginia
Robert W. King	Roanoke, Virginia
Robert S. Kinnear	Warrenton, Virginia
Michael D. Knight	Mobile, Alabama
Paul D. Koelliker	St. Simons Island, Georgia
Mario J. Kokolis	Williamsburg, Virginia
Brian K. Lampert	Burlington, New Jersey
John C. Lavalle	Alexandria, Virginia

Thomas R. Layer	Williamsburg, Virginia	Frederic L. Smith, Jr.	Birmingham, Alabama
Charles Scott Lehew	Norfolk, Virginia	J. Goodwin Smith, Jr.	Isle of Palms, South Carolina
Sean T. Lenehan	Fairfax, Virginia	Norman A. Smith, Jr.	Charlotte, North Carolina
Warren R. Liptok, Jr.	Gallagher, West Virginia	Michael B. Snyder	Bayside, New York
David B. Lister	Tallahassee, Florida	Michael D. South	West Point, Virginia
Michael Byrne Littleton	Birmingham, Alabama	W. W. Stanfield III	Wilmington, North Carolina
Shannon H. Mabus	Essex, Maryland	Christopher W. Stevens	Roanoke, Virginia
Thomas J. Mallis	Roanoke, Virginia	Mark W. Stevens	Mechanicsburg, Pennsylvania
William E. Mansfield III	Atlanta, Georgia	Harold C. Stinson	Dallas, Texas
Brett Marden	New Boston, New Hampshire	Matthew C. Szechenyi, Jr.	Boyce, Virginia
Carter H. McEntire	Columbia, South Carolina	Jackson W. Tarver III	Atlanta, Georgia
Michael D. McKittrick	Richmond, Virginia	Bradley B. Teague	Charlotte, North Carolina
Jason K. Meath	Richmond, Virginia	Michael P. Telliard	Springfield, Virginia
John B. Meek III	Norfolk, Virginia	Samuel M. Torian IV	Collinsville, Virginia
Douglas P. Meeks	South Charleston, West Virginia	Paul W. Townsend	Roanoke, Virginia
William Fewell Merchant	The Plains, Virginia	Stephen H. Turner	Martinsville, Virginia
Brian C. Monk	Ft. Walton Beach, Florida	Richard Chase Tydings	Laytonsville, Maryland
Turner C. Moore	Bluefield, Virginia	T. George Underwood, Jr.	Gainesville, Virginia
William N. Moore	South Hill, Virginia	Matthew T. Vaughn	York, Pennsylvania
Todd Moose	Taylorsville, North Carolina	Raymond J. Veno	Methuen, Massachusetts
Matthew S. Morgan	St. Albans, West Virginia	Jon T. Walker	Mechanicsburg, Pennsylvania
Hunter C. Morin	Fredericksburg, Virginia	Roger D. Warren	Virginia Beach, Virginia
Harry A. Mullen III	Atlanta, Georgia	W. Morgan Watson	Rockmart, Georgia
John W. Myers IV	Richmond, Virginia	Oscar K. Weinmeister	Warner Robins, Georgia
David S. Naismith	Suffolk, Virginia	Edwin L. West III	Gastonia, North Carolina
Anthony M. Nichols	Charleston, South Carolina	Matthew B. Whitaker	Richmond, Virginia
Barry Q. Nichols	Keysville, Virginia	George H. Whitmore	Virginia Beach, Virginia
Alexander D. Norden	Hampden-Sydney, Virginia	Keith Scott Whyte	Atlanta, Georgia
George W. Norris, Jr.	Richmond, Virginia	Stephen B. Wilkins	Atlanta, Georgia
David C. O'Brien	Annapolis, Maryland	Jeffrey D. Willett	Southport, Connecticut
J. Roderick O'Connor	Manassas, Virginia	C. Preston Williams	Richmond, Virginia
S. Todd Ogletree	Jacksonville, Florida	Christopher R. Williams	Beaumont, Texas
Daniel S. Owen	Alton, Virginia	Daniel R. Williams	Appomattox, Virginia
Ricky L. Parham	Stovall, North Carolina	Joseph P. Williams	Quinton, Virginia
Jeffrey C. Paris	Virginia Beach, Virginia	Orson F. Williams	Ft. Washington, Maryland
Jeffrey B. Parker	Norfolk, Virginia	Justin Hayden Woelper	Ruxton, Maryland
Jonathon G. Peebles	Ordinary, Virginia	James Philip Woolcott	Asheville, North Carolina
Kenneth J. Pefkaros	Wilmington, Delaware	E. Stanley Wray	McKenney, Virginia
Andrew N. D. Peterson	Lititz, Pennsylvania	J. Patrick Wright	Salem, Virginia
Clynet H. Pettyjohn III	Lynchburg, Virginia	John A. Wyatt	Richmond, Virginia
B. Bradbury Pomeroy, Jr.	Midlothian, Virginia	John M. Zell	Brunswick, Georgia
John Barry Poole	Norfolk, Virginia	SENIORS 1990-91	
Tamas P. Pucher	Norfolk, Virginia	James A. Abbott	Oldwick, New Jersey
Neal S. Rajmaira	Bannockburn, Illinois	James C. Abell	Charlottesville, Virginia
Michael G. T. Randall	Fredericksburg, Virginia	William P. Allison	Grand Saline, Texas
William Allan Rees	Richmond, Virginia	Champe S. Andrews	Trappe, Maryland
Richard B. Reid	Spartanburg, South Carolina	Joseph Lee Andrews	Charlotte, North Carolina
Michael J. Remington	Fairport, New York	Frank Lee Angus, Jr.	Midlothian, Virginia
David Kirk Richardson	Charlottesville, Virginia	David K. Archibald	Greensboro, North Carolina
John S. Roberts	Parrish, Florida	Matthew T. Ardison	York, Pennsylvania
Frank Hardy Roddy	New Orleans, Louisiana	Kevin Lee Arrington	Courtland, Virginia
Gregory D. Rohrbough	Falls Church, Virginia	Richard L. Baker	Louisville, Kentucky
Brenan S. Roser	Easton, Maryland	B. Thompson Ball	Birmingham, Alabama
C. David Runnels III	Chester, Virginia	Andrew M. Ballou	Ridgewood, New Jersey
H. E. Vann Russell	Raleigh, North Carolina	Charles S. Barstow	Stone Mountain, Georgia
Ross E. Sallade	Newport News, Virginia	Stephen D. Bear	Rural Retreat, Virginia
Cary A. Scardina	Charlotte, North Carolina	James F. Bebeau	Danville, Virginia
Tanja Schiffer	Hampden-Sydney, Virginia	G. Anthony Bedon	Baltimore, Maryland
Ralph Brooks Scurry III	Augusta, Georgia	Charles S. Beemus	Richmond, Virginia
Daniel D. Sessler	Mechanicsville, Virginia	James D. Bell	Dallas, Texas
Jeffrey L. Shaw	Atlanta, Georgia	John Brett Bettis	Springville, Alabama
J. Michael Sherrill	Greensboro, North Carolina	Robert C. Beverly	Richmond, Virginia
Reynolds Reed Skaggs	Chester, Virginia	Bennett H. H. Biever	McLean, Virginia
Leonard W. Skelton, Jr.	Mechanicsville, Virginia	F. Lewis Biggs	Wicomico, Virginia
Kevin E. Smith	Spartanburg, South Carolina		
Charles P. Smith IV	Bassett, Virginia		

Mark S. Blankenship	Goode, Virginia	Dennis F. Harrup III	Chesterfield, Virginia
Blake Hunter Blythe	Courtland, Virginia	Michael C. Hartman	Ponte Vedra Beach, Florida
Michael G. Boehling	Roanoke, Virginia	Glen C. Hasling	Norfolk, Virginia
Wade H. Boswell II	Knoxville, Tennessee	Harris M. Haynie	Fincastle, Virginia
R. Morgan Bray	Portsmouth, Virginia	George H. Heilig III	Norfolk, Virginia
Michael L. Breedon	Midlothian, Virginia	Ronald Scott Henderson	Ashburn, Virginia
Allan W. Brock, Jr.	Virginia Beach, Virginia	Robert W. Hinkle, Jr.	Glasgow, Virginia
Harry Elton Brown II	Raleigh, North Carolina	Michael J. Hoey	Baltimore, Maryland
Bryan E. Burcher	Richmond, Virginia	Jon Michael Holland	Nassawadox, Virginia
Radcliffe M. Burt	Fairfax, Virginia	Finley C. Holmes	Gulf Breeze, Florida
Brian T. Butler	Atlanta, Georgia	Robert E. L. Holt	Charleston, South Carolina
William T. Butler III	Gloucester, Virginia	Michael T. Hubbard	Portsmouth, Virginia
Joseph Scott Caldwell IV	Richmond, Virginia	John David Hudson, Jr.	Roanoke, Virginia
William E. Carnahan	Richmond, Virginia	Michael C. Hughes	Orange Park, Florida
Michael John Citrone,	York, Pennsylvania	Kemp N. Hunt	Raleigh, North Carolina
Charles M. Cleland	Lynchburg, Virginia	Robert Hurt	Chatham, Virginia
William W. Cleveland	Woodstock, Virginia	C. T. Hutchinson	Columbia, South Carolina
Gardner E. Cobb III	Franklin, Virginia	David A. Ingram	Oakton, Virginia
Jeffery P. Coleman	Charlottesville, Virginia	Clayton W. James	Gloucester, Virginia
Stephen A. Coleman	Richmond, Virginia	John B. Jewell IV	Franklin, Tennessee
Barry B. Conrad	Dallas, Texas	Christopher T. Johnson	Covington, Virginia
Wendell K. Cosenza	Virginia Beach, Virginia	Michael S. Jones	Farmville, Virginia
Paul A. Coudert	Greenwich, Connecticut	William R. Jones III	Amherst, Virginia
William Turner Cowlbeck	Bedford, Virginia	Andrew R. Kelley	Westfield, New Jersey
John P. Cullen	Bel Air, California	Jeffry S. Kellogg	Aurora, Ohio
Sean K. Cullinan	Glen Allen, Virginia	P. Alexander Knight	Richmond, Virginia
Curtis W. Dailey	Hampton, Virginia	Frederick B. Koehler	High Point, North Carolina
Gary H. Darden	Dallas, Texas	Brian W. Kreider	Roanoke, Virginia
K. Christopher Darnell	Norfolk, Virginia	Michael J. Lacks	Kenbridge, Virginia
Edward R. Davis	Charlottesville, Virginia	Perrin C. Lamar	Atlanta, Georgia
Gregory R. Davis	Garden City, New York	G. Todd Lampman	Columbia, South Carolina
J. Michael Day	Bowling Green, Virginia	Christopher R. Landrie	Annapolis, Maryland
Robert C. Dearnley	Poquoson, Virginia	B. Tyre Law	Atlanta, Georgia
Richard Henry deButts	Charlottesville, Virginia	Frederick S. Lee	Annandale, Virginia
William J. deButts III	Charlottesville, Virginia	Jonathon A. C. Lee	Forest, Virginia
Charles T. Dennis	Winston-Salem, North Carolina	David N. LeGault	Hardy, Virginia
James L. DeSantis	North Palm Beach, Florida	Robert F. Lemert	Greenville, South Carolina
Kevin Lee Dixon	St. Albans, West Virginia	John T. Lenzi, Jr.	Richmond, Virginia
Matthew T. Dooley	Falls Church, Virginia	James S. Livermon III	Enfield, North Carolina
J. Fielding Douthat	Roanoke, Virginia	Aubrey G. Lucy	Midlothian, Virginia
John D. Dove III	Roanoke, Virginia	William H. Luesing IV	Atlanta, Georgia
Jerry Kevin Dumond	Crewe, Virginia	W. Patrick Magee, Jr.	San Francisco, California
Raymond H. Elmore	Colonial Heights, Virginia	McAlister Marshall II	Richmond, Virginia
Dale P. Ennis	Hampton, Virginia	Jonathon E. Marston	Crewe, Virginia
William S. Ernouf	Richmond, Virginia	Lawrence H. Martin III	Hampden-Sydney, Virginia
James A. Evans	Virginia Beach, Virginia	Dale W. Matushevich	Blacksburg, Virginia
James D. Ewing	Gainesville, Georgia	James J. McGrady	Virginia Beach, Virginia
Matthew J. Farina	Miller School, Virginia	Jonathon L. McGrady	Hillsville, Virginia
James C. Feliciano	Richmond, Virginia	Joseph A. McKissick	Chatham, Virginia
James William Ferrell IV	Richmond, Virginia	Hugh Leo McLaughlin	Falls Church, Virginia
Robert E. Fiveash	Virginia Beach, Virginia	John H. Melton	Falls Church, Virginia
David E. Forbes	Oxon Hill, Maryland	John M. Merritt	Atlanta, Georgia
James W. Forbes	Alexandria, Virginia	Philip A. Middleton, Jr.	Charleston, South Carolina
Stephen R. Fore	Farmville, Virginia	Mark A. Milam	Dumfries, Virginia
John M. Franklin	Vienna, Virginia	Dan S. Miller	Glencoe, Illinois
Edward L. Furlow	Silver Spring, Maryland	Kevin Lane Miller	Wichita Falls, Texas
Carter B. S. Furr, Jr.	Norfolk, Virginia	Brian M. Mitchell	Appomattox, Virginia
Mark E. Gammon	Richmond, Virginia	Robert L. Montgomery	Williamsburg, Virginia
Bobby Dale Gehringen II	Flint Hill, Virginia	Robert F. Moorman	Lawrenceville, Virginia
Robert W. Godek	Virginia Beach, Virginia	John David Morris	Arlington, Virginia
D. Brent Golemon	Austin, Texas	Richard P. Mortorff	Columbia, Maryland
R. Christopher Goodhart	Gloucester Point, Virginia	James G. Mulligan	Baltimore, Maryland
Ormond Drew Grice, Jr.	New Bern, North Carolina	Patrick D. Mulquin	Rockville, Maryland
Earl David Grubbs	Greenville, South Carolina	Stephen C. Musilli	Cross Lanes, West Virginia
Steven R. Hagan, Jr.	Springfield, Virginia	Phillip D. Myers	Atlanta, Georgia
F. Benjamin Harrison	Warfield, Virginia	Kenneth D. Naumann	Dallas, Texas

Thomas R. Neilson III	Westchester, Pennsylvania	Edward U. Shin	Midlothian, Virginia
Bradley S. Nester	Hillsville, Virginia	G. Burton Short	Roanoke, Virginia
Mark A. Newcomb	Pamplin, Virginia	Thomas Lee Shortt, Jr.	Danville, Virginia
Nolan R. Nicely, Jr.	Clifton Forge, Virginia	Juris P. Simanis	Lexington, Virginia
Terrence L. O'Briant	Walterboro, South Carolina	David D. Slemp	Marion, Virginia
Michael A. O'Malley	Fredericksburg, Virginia	Charles W. Sommardahl, Jr.	Richmond, Virginia
George C. Ochs	Tallahassee, Florida	F. Scott Soukup	Richmond, Virginia
J. Michael Parkerson	Yorktown, Virginia	M. Alester Spears	Columbia, South Carolina
Russell V. Parrish, Jr.	Gloucester Point, Virginia	Michael L. Speckhart	Virginia Beach, Virginia
J. Michael Parsons	Atlanta, Georgia	Philip D. Spessard	Richmond, Virginia
Matthew V. Peacock	Danville, Virginia	David F. Stewart	Vienna, Virginia
Rory T. Perkins	Oxon Hill, Maryland	Stephen P. Still	Hampton, Virginia
Courtney M. Pernell	South Hill, Virginia	Taylor B. Stone	Chester, Virginia
William C. Pitt IV	Ocala, Florida	Merrell L. Stout III	Augusta, Georgia
Jake A. Player	Atlanta, Georgia	John P. Sullivan	Fredericksburg, Virginia
Braxton B. Pollard	Richmond, Virginia	Rodney J. Tallagron	Point Pleasant, New Jersey
Matthew C. Porter	Chester, Virginia	David M. Thomason	Greenville, South Carolina
William W. Porter, Jr.	Easton, Maryland	Hugh Brandon Thompson	Alexandria, Virginia
Breni W. Railey	Covington, Virginia	Paul David Thompson	Halifax, Virginia
Jeremy W. Ransone	Arnold, Maryland	Travis W. Tisdale	Lunenburg, Virginia
Christopher H. Ray	Devon, Pennsylvania	John F. Townsend III	King William, Virginia
Carter C. Redd	Boca Raton, Florida	George M. Trible IV	West Point, Virginia
Milton P. Reid III	Clarksville, Virginia	Stephen R. Tubaugh	Washington, North Carolina
James W. Reid, Jr.	Richmond, Virginia	Russell D. Turner	Roanoke, Virginia
Joseph Allen Reynolds III	Roanoke, Virginia	Louis F. Tyler III	McLean, Virginia
Terrence J. Richardson	Koenigswinter, Germany	James B. Van Liew	Charlottesville, Virginia
Charles Conrad Rickers III	Kenbridge, Virginia	Mauna M. Thant (Randy Vel)	Farmville, Virginia
Timothy L. Riddell	Slidell, Louisiana	Robert C. Wade	Bon Air, Virginia
Christian J. Roberts	Easton, Maryland	Keith H. Wadsworth	Winchester, Virginia
Lewis A. Robinson	Annandale, Virginia	John F. Wall	Stanleytown, Virginia
Thomas J. Robinson	Manassas, Virginia	Christian J. Ward	San Antonio, Texas
Todd A. Rodriguez	Kimberton, Pennsylvania	Thomas J. Ward	Annapolis, Maryland
David James Roper	Cream Ridge, New Jersey	John F. Ware III	Richmond, Virginia
Charles G. Rosemond IV	Richmond, Virginia	Jeremy D. Webster	Swoope, Virginia
Gordon E. Rountree, Jr.	Shreveport, Louisiana	Carl Britt Wester	Henderson, North Carolina
John Ranson Roussel	New Orleans, Louisiana	Garwood P. Whaley	Alexandria, Virginia
R. Glenn Ryder	Richmond, Virginia	Hugh M. White	Atlanta, Georgia
Lou Stephen Satchell	Easton, Maryland	Craig S. Williams	Dallas, Texas
John W. Savage	St. Petersburg, Florida	Miles C. Williams	Atlanta, Georgia
Paul R. Scanniello	Burke, Virginia	Scott S. Williams	Yorktown, Virginia
Scott B. Scheer	Lake Bluff, Illinois	Edward C. A. Wilson	Rock Hill, South Carolina
Karl K. Schneider	Reston, Virginia	Adlai B. Wood	Raleigh, North Carolina
Thomas R. Schroeder	Roanoke, Virginia	Eric M. Woodard	Roanoke, Virginia
Stephen F. Selden	Mechanicsville, Virginia	Charles H. Zimmerman III	Hampton, Virginia
William S. Settle	New Vernon, New Jersey	D. Christopher Zoby	Virginia Beach, Virginia
Barclay M. Shepard	Newport News, Virginia		

Number of Students by States and Foreign Countries — 1990-91

Virginia	535	Connecticut	3
North Carolina	94	Illinois	3
Georgia	67	Ohio	3
Maryland	43	Delaware	2
Florida	35	Missouri	2
South Carolina	32	Arizona	1
Texas	31	District of Columbia	1
Tennessee	24	Indiana	1
West Virginia	23	Kansas	1
Alabama	20	Maine	1
Pennsylvania	18	Michigan	1
New York	12	Minnesota	1
Louisiana	11	Mississippi	1
New Jersey	11	New Hampshire	1
California	6	Oklahoma	1
Kentucky	5	Rhode Island	1
Massachusetts	5	Wisconsin	1
		Australia	1
		Bermuda	1
		Germany	1

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HAMPDEN-SYDNEY COLLEGE

Office of Admissions

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Hampden-Sydney, Virginia 23943

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